Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the English/Language Arts curriculum maps.

Designed with the teacher in mind, the English/Language Arts (ELA) curriculum maps focus on literacy teaching and learning, which include instruction in reading, writing, speaking and listening, and language. This map presents a framework for organizing instruction around the TN State Standards (CCR) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ELA Curriculum maps. Educators will use this map and the standards as a road map for curriculum and instruction. Carefully crafted curricular sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.
How to Use the Literacy Curriculum Maps

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right. This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.
(2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.
(3) Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:
# English Language Arts

## 1st Nine Weeks

### Grade 5

<table>
<thead>
<tr>
<th>The TNCore Literacy Standards</th>
<th>The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards): Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.tncore.org/english_language_arts.aspx">http://www.tncore.org/english_language_arts.aspx</a></td>
<td></td>
</tr>
</tbody>
</table>

### Shift 1: Regular Practice with Complex Text and its Academic Language

| Student Achievement Partners Text Complexity Collection: Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
|---|---|
| http://achievethecore.org/page/642/text-complexity-collection | |

| Student Achievement Partners Academic Work Finder: Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
|---|---|
| http://achievethecore.org/page/1027/academic-word-finder | |

### Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text

| Student Achievement Partners Text-Dependent Questions Resources: Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
|---|---|
| http://achievethecore.org/page/710/text-dependent-question-resources | |

### Shift 3: Building Knowledge through Content-Rich Non-fiction

| Student Achievement Partners Text Set Projects Sequenced: Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
|---|---|
| http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction | |
# English Language Arts

## 1st Nine Weeks

### TN DOE Curriculum Standards

<table>
<thead>
<tr>
<th>Reading Literature and Informational Text</th>
<th>Learning Targets (I Can...)</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td>Identify a story’s point of view and describe its influence on the unfolding of events.</td>
<td>“Write about Reading,” p. T 33 - Would “A Package for Mrs. Jewls” be as funny if it were told from another point of view? Does knowing Louis’s thoughts and feelings add to your enjoyment of the story? Write a paragraph explaining how the point of view affects the way you see the characters and events. Use quotations and other text evidence from the story to support your opinion.</td>
</tr>
<tr>
<td>RL.5.6 - Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td>Summarize a story.</td>
<td>Journeys Grab-and-Go Assessments</td>
</tr>
</tbody>
</table>

###Week 1-Lesson 1

#### Reading Selections
- “A Package for Mrs. Jewls” (Lexile Level 430)
- “Questioning Gravity” (Lexile Level NP)

**Big Idea:** Experiments promote learning.

#### Strategies and Skills

- **Comprehension Skills**
  - Point of View
  - Irony

- **Comprehension Strategy**
  - Summarize

#### Text Dependent Questions
- Why did Louis knock on the door with his head? (Key Details)
- On page 27, What does “squashing” mean? Use the words around it in the text to help you. (Vocabulary)
- On page 28, why were the students eager to open the door for Louis? Do you think this would have surprised Louis? Why or why not? (Inferences)

### Phonics and fluency

- Expression
- VCV Syllable Pattern

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**Links:**
- [https://www.edmodo.com](https://www.edmodo.com)
- www.readworks.com
- www.newsela.com

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**Literacy Station Activities**

- Comprehension station (point of view, irony, summarize)
## English Language Arts 1st Nine Weeks Grade 5

### TN DOE Curriculum Standards

<table>
<thead>
<tr>
<th>multisyllabic words in context and out of contrast.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.5.4a</strong> - Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td><strong>RF.5.4b</strong> - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
</tbody>
</table>

### Learning Targets (I Can…)

- Decode words with the VCV syllable pattern.
- Read aloud with accuracy, appropriate rate, and expression.
- Use tone, volume, and pace to read with expression.
- Use text cues to adjust intonation.

### Content & Tasks

#### Performance assessments
- Oral reading fluency checks/running records
- Spelling of grade-appropriate words in daily/weekly writing
- Use of learned patterns to decode unfamiliar words

#### Literacy Station Activities
- Decoding/word study station (VCV syllable pattern)
- Fluency station (optional): performance reading of “Questioning Gravity”

### Writing/Research

<table>
<thead>
<tr>
<th>W.5.1</th>
<th>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Provide logically ordered reasons that are supported by facts and details.</td>
</tr>
</tbody>
</table>

#### Strategies and Skills

- Opinion Writing

#### Strategies

- Writing pre-assessment of paragraph written from a prompt about a text
- Modeled response to text
- Peer editing pre-assessment for clear evidence in text
- Self editing pre-assessment and self-reflection
- Writing post-assessment to similar prompt

#### Learning Targets (I Can…)

- Form an opinion based on something I have read.
- Support my opinion with reasons from the text.

### Speaking and Listening

| SL.5.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that |

#### Strategies and Skills

- Engage effectively in collaborative discussions.

#### Performance Assessments

- Using formal English in appropriate situations
- Participating in and conducting discussions, read alouds, and

### Strategies and Skills

- Opinion Writing

#### Strategies

- Writing pre-assessment of paragraph written from a prompt about a text
- Modeled response to text
- Peer editing pre-assessment for clear evidence in text
- Self editing pre-assessment and self-reflection
- Writing post-assessment to similar prompt

#### Learning Targets (I Can…)

- Form an opinion based on something I have read.
- Support my opinion with reasons from the text.

### Routine Writing

- Forming a text-based opinion
- Citing evidence to support opinion

#### Writing Tasks

- Pre-assessment writing task: We just read “Astral Bodies” about astronauts traveling space and the challenges they face. After reading the article, do you think that it is worth it to travel to space, even with all of the challenges? Make sure to support your reasons with facts and details in the text.
- Post-assessment writing task: Of all the amazing scientists we learned about in “Superstars of Science”, who would you like to meet the most? Explain why you chose this person. Make sure to support your reasons with facts and details found in the text.
### TN DOE Curriculum Standards

| SL.5.1b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| SL.5.1c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on remarks of others. |

### WIDA Standards

**English Language Development Standard 1**
English language learners communicate for Social and Instructional purposes within the school setting.

### Learning Targets (I Can…)

- Prepare for and participate in collaborative discussions.
- Participate in a collaborative discussion, using text evidence to support points.
- Acquire and use vocabulary in speaking.
- Prepare for and participate in a debate.

### Sample Performance Indicators for ELLs Levels 1-5 (Classroom Supplies/Resources, Listening)

1. Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")
2. Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and reading book.")
3. Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner
4. Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner
5. Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")

### Strategies and Skills

- Writing simple Sentences
- Using context clues
- Spelling: short vowels

### Vocabulary Strategy

- Context clues

### Lesson Vocabulary

- Narrator, point of view, irony, fragile, numb, get it (to understand), gravity

### Language Arts

- Simple Sentence
- Subject
- Predicate

### Performance Assessments

- q/a sessions
- Teacher observation

**ELL Connections**
  - Click on Transformed MPIs/ELAs
# English Language Arts

## 1st Nine Weeks

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<th>TN DOE Curriculum Standards</th>
<th>Learning Outcomes</th>
<th>Content &amp; Tasks</th>
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<tr>
<td></td>
<td>● Edit writing for errors in spelling.</td>
<td>● Edit pre-assessment draft for weekly grammar skill</td>
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<tr>
<td></td>
<td></td>
<td>● Edit for grade-level capitalization and punctuation errors.</td>
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<tr>
<td></td>
<td></td>
<td>● Journeys Grab-and-Go Weekly Vocabulary Assessment</td>
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<td></td>
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<td>● Teacher made vocabulary assessment</td>
</tr>
</tbody>
</table>

### Literacy Station Activities
- Vocabulary station-context clues

### Week 2-Lesson 2

#### Reading Selections
- “A Royal Mystery” (Lexile Level NR)
- “The Princess and the Pea” (Lexile Level 860)

**Big Idea:** Be careful about first impressions of people; they may not be accurate.

#### Reading Literature and Informational Text
- **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### Strategies and Skills
- **Comprehension Skills**
  - Theme
  - Structure of a drama
- **Comprehension Strategy**
  - Question

#### Learning Targets (I Can...)
- Explain how the elements of a play fit together to provide its structure.
- Identify instances of foreshadowing and discuss how the author uses foreshadowing to advance the plot.
- Determine the theme of a play using details from the text.
- Identify and define figurative language in context.

#### Performance Assessments
- “Write about Reading,” p. T 109 “A Royal Mystery” is divided into nine scenes. By the end of the last scene, the mystery introduced in the beginning has been solved. How does each scene move the plot forward? Write two paragraphs in which you explain how all the scenes together create a complete story. Be sure to provide specific evidence from the text to support your response.
- “Compare Text”—Text to Text, p. T121: With a partner, identify the themes of “A Royal Mystery” and “The Princess and the Pea.” List details from each text that support your analysis of the theme. Then discuss the ways in which the message of both selections are the same and different. Summarize your comparisons for the class.
- Close reading, student text p. 69 (T 115). Focus on the use of figurative language (see note 4 on p. T114)
- Journeys Grab-and-Go Assessments

#### Text Dependent Question
- Using evidence from the text on page 50, describe why Misty is offended by Althea’s Words? (Key Details)
- Using contextual evidence on page 52, what does primitive mean? (Vocabulary)
- Look at the illustration on page 54, What does Rena’s body language tell you about her reaction to Althea’s...
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<td><strong>Reading Foundational Skills</strong>&lt;br&gt;RF.5.3a - Use combined knowledge of all letter - sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <strong>RF.5.4a</strong> - Read grade - level text with purpose and understanding</td>
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<tr>
<td>Strategies and Skills&lt;br&gt;&lt;br&gt;<strong>Fluency and Decoding</strong>&lt;br&gt;<strong>Learning Targets (I Can...)</strong>&lt;br&gt;- Read aloud with accuracy, appropriate rate, and expression.&lt;br&gt;- Decode word with the VCV syllable pattern.</td>
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<tr>
<td><strong>Phonics and fluency</strong>&lt;br&gt;- Accuracy&lt;br&gt;- Vowel sounds in VCV Syllable Patterns</td>
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<tr>
<td><strong>Performance assessments</strong>&lt;br&gt;- Oral reading fluency checks/running records.&lt;br&gt;- Spelling of grade-appropriate words in daily/weekly writing.</td>
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<td></td>
</tr>
<tr>
<td><strong>Literacy Station Activities</strong>&lt;br&gt;- Comprehension station-theme, figurative language, structure of a play</td>
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</table>

| **Writing/Research**<br>W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. |
| Strategies and Skills<br><br>**Opinion Writing**<br>**Strategy**<br>- Writing pre-assessment of paragraph written from a prompt about a text<br>- POW + TREE mnemonic and graphic organizer<br>- Modeled response to text<br>- Peer editing pre-assessment for clear evidence in text<br>- Self editing pre-assessment and self-reflection<br>- Writing post-assessment to similar prompt |
| **Routine Writing**<br>- Forming a text-based opinion<br>- Citing evidence to support opinion<br>- Texts: “A Royal Mystery,” “The Princess and the Pea” (Journeys), “Once Upon a Time” (http://www.readworks.org/passages/once-upon-time) |
| **Writing Tasks**<br>- Pre-assessment writing task: We just read the play “A Royal Mystery.” Do you think that Rena originally thought that she would be friends with Althea? Why or why not? Make sure to support your argument with evidence from the text.<br>- Post-assessment writing task: This week, we read “The Princess and the Pea,” which was originally written by Hans Christian Andersen, who we learned about in the article...
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<tr>
<td><strong>Learning Targets (I Can...)</strong></td>
<td></td>
<td>entitled “Once Upon a Time....” When we read about Andersen, we learned that a lot of his stories are based on his real life. Do you think that “The Princess and the Pea” was based on something from real life? If yes, theorize about what the real story might be. If no, explain why you don’t think it is based on real life. Regardless of your opinion, use details from the texts to support your answer.</td>
</tr>
<tr>
<td>● Form an opinion based on something I have read.</td>
<td>● Support my opinion with reasons from the text.</td>
<td><strong>TNCore rubric for opinion writing</strong> <a href="http://tncore.org/english_language_arts/assessment_tasks.asp">http://tncore.org/english_language_arts/assessment_tasks.asp</a> <em>(Username: tneducation; Password: fastestimproving)</em></td>
</tr>
<tr>
<td><strong>Strategies and Skills</strong></td>
<td></td>
<td><strong>Performance Assessments</strong></td>
</tr>
<tr>
<td>● Engage effectively in collaborative discussions.</td>
<td></td>
<td>● Participating in and conducting discussions, read alouds, and q/a sessions</td>
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<tr>
<td><strong>Learning Targets (I Can...)</strong></td>
<td></td>
<td><strong>ELL Connections</strong></td>
</tr>
<tr>
<td>● Prepare for and participate in collaborative discussions using text evidence to support points.</td>
<td></td>
<td>● WIDA Standards <a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a>; see WIDA “Can Do” statements in SCS Weebly, <a href="http://scsliteracy.weebly.com/fifth-grade-curriculum.html">http://scsliteracy.weebly.com/fifth-grade-curriculum.html</a></td>
</tr>
<tr>
<td>● Participate in a collaborative discussion, using text evidence to support points.</td>
<td></td>
<td>● North Carolina Livebinder <a href="http://www.livebinders.com/play/play?id=1089921">http://www.livebinders.com/play/play?id=1089921</a> ○ Click on Transformed MPIs/ELAs</td>
</tr>
<tr>
<td>● Acquire and use vocabulary in speaking</td>
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**Speaking and Listening**

SL.5.1a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1c- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on remarks of others.

SL.5.1d- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WIDA Standards**

English Language Development Standard 1

English language learners communicate for Social and Instructional purposes within the school setting.

**Language**

L.5.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2e- Spell grade-appropriate words correctly, consulting references as needed.

**Strategies and Skills**

Skills

● Sentence Types (declarative, interrogative, imperative, exclamatory)

● Word structure (roots and affixes)

● Spelling: long a and long e

**Vocabulary Strategy**

● Word structure: Prefixes, non-, un-, dis-, mis-

**Lesson Vocabulary**

● Theme, scene, prefix, camp, honored, secretive
### TN DOE Curriculum Standards

**L.5.4b** - Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

### Learning Outcomes

#### Strategies
- Learning Grammar through Writing
- Pre-assessment prompt (see Performance Assessment)
- Post-assessment (see Performance Assessment)

#### Learning Targets (I Can…)
- Explain each of the different sentence types, and discuss when it is appropriate to use each type.
- Write different sentence types when appropriate while writing.
- Recognize and use words with the prefixes non-, un-, dis-, and mis-.
- Edit writing for errors in spelling.

### Content & Tasks

#### Language Arts
- Declarative Sentences
- Interrogative Sentences
- Imperative Sentences
- Exclamatory Sentences

#### Performance Assessments
- Edit pre-assessment draft for weekly grammar skill
- Edit for grade-level capitalization and punctuation errors.
- *Journeys* Grab-and-Go Weekly Vocabulary Assessment
- Teacher created vocabulary assessment

#### Literacy Station Activities
- Vocabulary station—prefixes non-, un-, dis-, mis-

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### Reading Selections

- “Off and Running;” (Lexile Level 780)
- “Vote for Me” (Lexile Level 990)

**Big Idea:** True leaders make promises they can keep.

### Reading Literature and Informational Text

#### RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

#### RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Strategies and Skills

#### Comprehension Skills
- Compare and contrast characters and their viewpoints
- Theme
- Main Idea

#### Comprehension Strategy
- Infer/Predict

#### Learning Targets (I Can…)
- Compare and contrast two characters, settings, or events in a story or drama.
- Determine the theme of the story and/or the main idea of a nonfiction selection from details in the text.
- Summarize text.

### Performance Assessments

- Think about the promises that both Miata and Rudy made to the class. Which candidate seemed to be the most serious about the job, and why do you think so? Use evidence from the text to compare the two candidates and their viewpoints.
- “Compare Texts” – Text to Text, p. T197: With a partner, determine the theme of “Off and Running” and the main idea of “Vote for Me.” Talk about the points both authors make about campaigning and true leadership. Then discuss how each author conveys his or her thoughts about how to be a good political candidate.

### Text Dependent Questions

- How does Miata want to improve her school? (Key Details)
- On page 94, using contextual evidence what does the idiomatic phrase, “her eyes lit with happiness” mean? (Author’s Craft)
- Using evidence from the text, describe Miata’s relationship with her father. (Inferences)
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| **Reading Foundational Skills**  
**RF.5.3a**- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology, (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of contrast  
**RF.5.4a**- Read on-level text with purpose and understanding. | **Strategies and Skills**  
- Fluency and Decoding  
**Learning Targets (I Can…)**  
- Read aloud with accuracy, appropriate rate, and expression.  
- Use tone, volume, and pace to read with expression.  
- Use text cues to adjust intonation. | **Links:**  
https://www.edmodo.com  
www.readworks.com  
www.newsele.com  
http://scsliteracy.weebly.com  
**Literacy Station Activities**  
- Comprehension station-theme/main idea, compare and contrast characters and viewpoints, infer/predict  
- Comprehension station-theme/main idea, compare and contrast characters and viewpoints, infer/predict  |

| **Writing/Research**  
**W.5.1**- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. | **Strategies and Skills**  
- Opinion Writing  
**Strategy**  
- Writing pre-assessment of paragraph written from a prompt about a text  
- Modeled response to text  
- Peer editing pre-assessment for clear evidence in text  
- Self editing pre-assessment and self-reflection  
- Writing post-assessment to similar prompt  
**Learning Targets (I Can…)**  
- Form an opinion based on something I have read.  
- Support my opinion with reasons from the text. | **Phoneics and fluency**  
- VCCV Pattern  
- Intonation  
**Performance assessments**  
- Oral reading fluency checks/running records.  
- Spelling of grade-appropriate words in daily/weekly writing.  
- Use of learned patterns to decode unfamiliar words.  
**Literacy Station Activities**  
- Decoding/word study station-VCCV pattern  
- Fluency station-practice intonation  |

| **Writing Tasks** | **Routine Writing**  
- Pre-assessment writing task: In “Dear Mr. President” and “A Juicy Problem,” we read about many young people who took action, and changed things, even if that thing was small! Do you believe that kids have the ability to change big things? Why or why? Make sure to support your response with evidence from the text. |  
- Forming a text-based opinion  
- Citing evidence to support opinion  
- Journeys texts: “Off and Running” and “Vote for Me”  

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## TN DOE Curriculum Standards

### Learning Outcomes

#### Content & Tasks

- Post-assessment writing task: In the texts “Off and Running” and “Vote for Me” we read stories about school elections and ways that candidates can get their peers’ attention. Use evidence from the text to explain why a candidate should or should not appeal to the emotions in order to win an election.
- TNCore rubric for opinion writing
  (Username: tneducation; Password: fastestimproving)

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### Speaking and Listening

#### SL.5.1a
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

#### SL.5.1b
- Follow agreed-upon rules for discussions and carry out assigned roles.

#### SL.5.1c
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### SL.5.1d
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

### WIDA Standards

#### English Language Development Standard 1

- English language learners communicate for Social and Instructional purposes within the school setting.

### Strategies and Skills

#### Learning Targets (I Can...)

- Engage effectively in collaborative discussions.
- Come to discussions prepared.
- Follow the rules and assigned roles.
- Respond and elaborate on the remarks of others.
- Review the key ideas expressed.
- Draw conclusions based on information and knowledge gained from discussions.

### Performance Assessments

- Teacher made or district common assessments
- Teacher observation
- Participating in and conducting discussions, read alouds, and q/a sessions

### ELL Connections

- WIDA Standards [https://www.wida.us/standards/eld.aspx](https://www.wida.us/standards/eld.aspx)
  - Click on Transformed MPIs/ELAs

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### Language

#### L.5.1a
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

### Strategies and Skills

#### Skills

- Compound Sentences
- Context Clues

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### Vocabulary Strategy

- Using Context
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<tr>
<td>L.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>● Spelling: long i and long o&lt;br&gt;– Strategy &lt;br&gt;● Learning Grammar through Writing&lt;br&gt;● Post-assessment (see Performance Assessment)</td>
<td>Lesson Vocabulary &lt;br&gt;● Viewpoint, compare, contrast, leader, debate, inflated, shaken</td>
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<tr>
<td>L.5.4a- Use context as (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td>Learning Targets (I Can…)&lt;br&gt;● Explain how to create a compound sentence with proper punctuation and coordinating conjunction.&lt;br&gt;● Identify compound sentences when reading.&lt;br&gt;● Edit a sentence for errors in punctuation and wording in compound sentences.&lt;br&gt;● Use compound sentences to add variety and style to writing.&lt;br&gt;● Edit writing for capitalization errors and spelling errors&lt;br&gt;● Use context as a clue to the meaning of a word or phrase and to confirm understanding.</td>
<td>Language Arts &lt;br&gt;● Compound Sentences&lt;br&gt;Performance Assessments &lt;br&gt;● Edit pre-assessment draft for weekly grammar skill&lt;br&gt;● Edit for grade-level capitalization and punctuation errors.&lt;br&gt;● Journeys Grab-and-Go Weekly Vocabulary Assessment&lt;br&gt;Teacher made vocabulary assessment</td>
</tr>
<tr>
<td>Reading Selections</td>
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<td>Literacy Station Activities &lt;br&gt;● Vocabulary station-context clues</td>
</tr>
<tr>
<td>● “It’s Not Just a Game!” <a href="https://www.engageny.org/sites/default/files/resource/attachments/5m3a.pdf">https://www.engageny.org/sites/default/files/resource/attachments/5m3a.pdf</a> (Lexile Level 1020)</td>
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<tr>
<td>● “Double Dutch” (Lexile Level 770)</td>
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<tr>
<td><strong>Big Idea:</strong> Participation in sports involves more than winning or losing.</td>
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<tr>
<td>Literature and Informational Text</td>
<td>Strategies and Skills</td>
<td>Performance Assessments</td>
</tr>
<tr>
<td>RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>Comprehension Skill &lt;br&gt;● Main Idea</td>
<td>● With a partner, formulate a gist statement for pages 11 &amp; 12 of “It’s Not Just a Game!”&lt;br&gt;● You have read two texts about sports that support the big idea: There is more to sports than winning or losing. Write an essay explaining what this statement means to use, and use evidence from both texts to support your key ideas.</td>
</tr>
<tr>
<td>RI.5.8- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
<td>Comprehension Strategy &lt;br&gt;● Monitor/Clarify</td>
<td>Close reading of “It’s Not Just a Game!”&lt;br&gt;● See Unit 1 Lesson 2 of ELOB unit <a href="https://www.engageny.org/sites/default/files/resource/attachments/5m3a.pdf">https://www.engageny.org/sites/default/files/resource/attachments/5m3a.pdf</a></td>
</tr>
<tr>
<td>RI.5.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Learning Targets (I Can…)&lt;br&gt;● Determine the gist of a section of an article.&lt;br&gt;● Identify an author’s opinion in an informational text.&lt;br&gt;● Identify the evidence an author uses to support an opinion.</td>
<td>Text Dependent Questions &lt;br&gt;● Based on the illustration on page 117, how does the author describe the girls? (Key Details)</td>
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<tr>
<td><strong>Reading Foundational Skills</strong></td>
<td><strong>Strategies and Skills</strong></td>
<td><strong>On page 119, using context clues what does intimidated mean? (Vocabulary)</strong></td>
</tr>
<tr>
<td>RF.5.4a-Read grade-level text with purpose and understanding.</td>
<td>- Fluency and Decoding</td>
<td><strong>Pulverized means crushed in small pieces. What is the author conveying in this message? (Inferences)</strong></td>
</tr>
<tr>
<td>RF.5.4b- Read grade-level prose poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td><strong>Learning Targets (I Can...)</strong></td>
<td>Links:</td>
</tr>
<tr>
<td>RF.5.4c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>- Read with accuracy and fluency.</td>
<td><a href="https://www.edmodo.com">https://www.edmodo.com</a></td>
</tr>
<tr>
<td><strong>Phonics and fluency</strong></td>
<td>- Decode multisyllable words with digraphs.</td>
<td><a href="http://www.readworks.com">www.readworks.com</a></td>
</tr>
<tr>
<td><strong>Performance assessments</strong></td>
<td>- Use tone, volume, and pace to read with expression and appropriate pauses.</td>
<td><a href="http://www.newsera.com">www.newsera.com</a></td>
</tr>
<tr>
<td><strong>Literacy Station Activities</strong></td>
<td><strong>Strategies and Skills</strong></td>
<td><strong><a href="http://scsliteracy.weebly.com">http://scsliteracy.weebly.com</a></strong></td>
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<tr>
<td>- Comprehension station-writing a gist statement, answering text-dependent questions, opinion and evidence graphic organizer</td>
<td><strong>Writing/Research</strong></td>
<td><strong>Routine Writing</strong></td>
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<tr>
<td><strong>Skills</strong></td>
<td><strong>W.5.1- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</strong></td>
<td>- Forming a text-based opinion</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</strong></td>
<td>- Citing evidence to support opinion</td>
</tr>
<tr>
<td><strong>Suggested texts:</strong> Double Dutch” (Journeys), “It’s Not Just a Game” and “Star Power” (<a href="http://www.readworks.org/passages/star-power">http://www.readworks.org/passages/star-power</a>)</td>
<td><strong>b. Provide logically ordered reasons that are supported by facts and details.</strong></td>
<td><strong>Writing Tasks</strong></td>
</tr>
</tbody>
</table>
| **W.5.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | **POW + TREE mnemonic and graphic organizer** | - Pre-assessment writing task: According to the Webster Dictionary, a hero is “a person who is admired for great or...**
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</table>
| (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) | ● Self editing pre-assessment and self-reflection  
● Writing post-assessment to similar prompt | brave acts or fine qualities.” Based on this definition, are the celebrities we learned about in “Star Power” actually heroes? Why or why not? Support your reasoning with facts and details from the text.  
● Post-assessment writing task: The Webster Dictionary defines an athlete as, “a person who is trained in or good at sports, games, or exercises that require physical skill and strength.” We have read about different people involved in sports this week in “Double Dutch” and “It's Not Just a Game.” Based on the above definition of athlete, do you believe that the people we read about are all athletes? Why or why not? Support your reasoning with facts and details from the texts.  
● TNCore rubric for opinion writing  
X (Username: tneducation; Password: fastestimproving) |
| Speaking and Listening Speaking and Listening | Strategies and Skills | Performance Assessments |
| SL.5.1a- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
SL.5.1b- Follow agreed-upon rules for discussions and carry out assigned roles.  
SL.5.1c- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  
SL.5.1d- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  
WIDA Standards  
English Language Development Standard 1  
English language learners communicate for Social and Instructional purposes within the school setting. | ● Engage effectively in collaborative discussions.  
Learning Targets (I Can…)  
● Come to discussions prepared.  
● Follow the rules and assigned roles.  
● Respond and elaborate on the remarks of others.  
● Review the key ideas expressed  
● Draw conclusions based on information and knowledge gained from the discussions. | ● Teacher observation  
● Participating in and conducting discussions, read alouds, and q/a sessions  
ELL Connections  
● WIDA Standards https://www.wida.us/standards/eld.aspx ; see WIDA “Can Do” statements in SCS Weebly,  
http://scsliteracy.weebly.com/fifth-grade-curriculum.html  
● North Carolina Livebinder  
http://www.livebinders.com/play/play?id=1089921  
○ Click on Transformed MPIs/ELAs |
| Language Language | Strategies and Skills | Vocabulary Strategy |
| L.5.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | ● Editing writing for errors in conventions | ● Suffixes –ion, -tion |
### English Language Arts 1st Nine Weeks

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| speaking.  
**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ● Common and proper nouns  
● Revising writing to add more precise language  
● Spelling: vowel sounds /oo/, /yoo/  
**Strategy**  
● Learning Grammar through Writing  
● Post-assessment (see Performance Assessment) | **Lesson Vocabulary**  
● Athlete, hero, sport, gist, master, competition |

**Language Arts**  
● Common and proper nouns  
**Performance Assessments for both**  
● Edit pre-assessment draft for weekly grammar skill  
● Edit for grade-level capitalization and punctuation errors.  
● *Journeys* Grab-and-Go Weekly Vocabulary Assessment  
● Teacher created vocabulary assessments  
**Literacy Station Activities**  
● Vocabulary Station-suffixes –ion, -tion  

**Week 5-Lesson 5**

### Reading Selections
- “Elisa’s Diary” (Lexile Level 790)

**Big Idea:** Overcoming a challenge can change someone’s life

### Reading Literature and Informational Text
**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Strategies and Skills

**Comprehension Skills**
- Theme  
- Main idea  
- Dialogue

**Comprehension Strategy**
- Visualize  
- Summarize

**Learning Targets (I Can...)**
- Determine the theme of a story from details in the text.  
- Use text details to visualize a story’s characters, settings, and events.  
- Analyze how an author uses dialogue to reveal characters’

### Performance Assessments
- “Write about Reading,” p. T 339: A conflict in a character’s past may affect his or her future. Write a paragraph explaining the conflict that Elisa faces in the story. Tell how she overcame it. Also, include your opinion about how the conflict may have influenced Elisa’s choice of career. Support your points with quotations, details, and other text evidence.
- Post-assessment Writing Task (see below under Writing): Read the Tips for Overcoming Shyness in the article “How to Overcome Shyness” and determine which of the tips might have helped Elisa both as a child and as an adult. Support your opinion using reasons and evidence from both texts.

### Text Dependent Questions
- What are the details that help you visualize the quetzal that Jose describes? (Key Details)
### Learning Outcomes
- Determine more than one main idea from an article.
- How does the author describe Elisa’s problem? (Author’s Craft)
- Why might Elisa be writing in a diary? (Inferences)

### Content & Tasks
- How does the author describe Elisa’s problem? (Author’s Craft)
- Why might Elisa be writing in a diary? (Inferences)

### Learning Targets (I Can…)
- Read on-level text with fluency while using appropriate stress.
- Use knowledge of syllabication patterns, including identifying stressed and unstressed syllables, to read accurately.
- How does the author describe Elisa’s problem? (Author’s Craft)
- Why might Elisa be writing in a diary? (Inferences)

### Phonics and fluency
- Stressed and Unstressed Syllables
- Practice Stress

### Performance assessments
- Oral reading fluency checks/running records
- Spelling of grade-appropriate words in daily/weekly writing
- Teacher observation

### Routine Writing
- Forming a text-based opinion
- Citing evidence to support opinion

### Writing Tasks
- Pre-assessment writing task: After reading the article A School for Heroes, do you think that the title is appropriate for the article? Why or why not? Make sure to support your answer with evidence from the text.
# English Language Arts  1st Nine Weeks  Grade 5

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<td>Learning Targets (I Can…)</td>
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<tr>
<td>● Form an opinion based on something I have read.</td>
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<tr>
<td>● Support my opinion with 3-4 reasons from the text.</td>
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<tr>
<td>● Edit and revise my writing in response to feedback from others.</td>
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<td>Speaking and Listening</td>
<td>Strategies and Skills</td>
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<tr>
<td>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on remarks of others</td>
<td>● Participate in a group discussions</td>
<td>Post-assessment writing task: In “Elisa’s Diary” we read about Elisa, who is a very shy girl. We also read the article “How to Overcome Shyness.” What tips in the article “How to Overcome Shyness” do you think would have helped Elisa the most? Make sure to explain your reasoning using evidence from both texts.</td>
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<tr>
<td>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</td>
<td>● Prepare for a discussion and then participate actively by contributing comments and questions.</td>
<td>TNCore rubric for opinion writing <a href="http://tncore.org/english_language_arts/assessment_tasks.asp">http://tncore.org/english_language_arts/assessment_tasks.asp</a> (Username: tneducation; Password: fastestimproving)</td>
</tr>
<tr>
<td>SL.5.2 Review a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>● Compare and contrast story settings, drawing on details and other evidence in the text.</td>
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<tr>
<td>WIDA Standards</td>
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<tr>
<td>English Language Development Standard 1</td>
<td>● Participate in collaborative discussion, drawing on preparation and carrying out assigned roles.</td>
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<tr>
<td>English language learners communicate for Social and Instructional purposes within the school setting.</td>
<td>● Make contributions to the discussion, review key ideas expressed and draw conclusions.</td>
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<tr>
<td>WIDA Standards</td>
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<tr>
<td>English Language Development Standard 2</td>
<td>● Use quotations and other text evidence to support ideas in writing.</td>
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<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</td>
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<td>Performance Assessments</td>
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<td>● Teacher Observation</td>
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<td>● Participating in and conducting discussions, read alouds, and q/a sessions</td>
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<td>● Oral reports, speaking clearly at and understandable pace.</td>
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<td>● Adding audio and visual information</td>
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<td>● Using formal English in appropriate situations</td>
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<td>North Carolina Livebinder</td>
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<td>○ Click on Transformed MPIs/ELAs</td>
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**Sample Performance Indicators for ELLs Levels 1-5**

(Comprehension Strategies, Listening)

1. Point to letter combinations, words, parts of books, or illustrations in response to teachers reading of illustrated books to show comprehension
2. Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension
3. Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension
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<td>4. Respond non-verbally to teachers or peers (during guided reading) to demonstrate comprehension strategies</td>
<td>Strategies and Skills</td>
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<tr>
<td>5. Connect information from oral reading of grade level material to demonstrate comprehension strategies (e.g., Show me two sentences that go together.)</td>
<td>Skills</td>
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<tr>
<td>Language L.5.4c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify meaning of key words and phrases</td>
<td>● Editing writing for errors in conventions</td>
<td></td>
</tr>
<tr>
<td>L.5.1-Demonstrate command of the conventions of standard English grammar sage when writing or speaking.</td>
<td>● Spelling: vowel sounds /oul/, /o/, /oil</td>
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<tr>
<td>L.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Strategy</td>
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<tr>
<td>Vocabulary Strategies</td>
<td>● Word structure: Suffixes –ly, -ful</td>
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<td></td>
<td>● Dictionary use for academic vocabulary</td>
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<tr>
<td>Lesson Vocabulary</td>
<td>● Dialogue, challenge, shyness</td>
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<td>Language Arts</td>
<td>● Editing</td>
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<td>Performance Assessments</td>
<td>● Edit pre-assessment draft for weekly grammar skill</td>
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<td>● Journeys Grab-and-Go Weekly Vocabulary Assessment</td>
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<td>Literacy Station Activities</td>
<td>● Teacher created vocabulary assessments</td>
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### Week 6- Unit 1 Review

**Reading Selections**
- Review all unit 1 selections
- Selected sections from *The Birchbark House* (trade book; Lexile Level 970); Alternate selection: *Hound Dog True* (Journeys unit 2)

**Big Idea:** Don't judge a book by its cover.

**Reading Literature and Informational Text**
- RL.5.2- Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker of a poem reflects upon a topic, summarize a text.
- RL.5.3- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

**Strategies and Skills**
- Comprehension Skills
  - Plot
  - Theme
  - Character
  - Point of view

**Learning Targets (I Can...)**
- Distinguish between major and minor characters.
- Review key plot elements.
- Summarize a chapter.

**Performance Assessments**
- Discuss the impact of the author's point of view on your understanding of the characters in this section.
- Students will write an opinion paper asserting the importance of perspective when reading a novel. To do this, they must recognize the perspective of this section of *The Birchbark House* and draw on specific details from the text to illustrate key points.

Conduct a Close Reading on the text. See example on SCS Weebly:
## TN DOE Curriculum Standards

### Learning Outcomes

- Refer to the text when discussing the plots or characters.
- Identify the theme of a story.
- Cite evidence from the text.

### Content & Tasks


### Links:

- [https://www.edmodo.com](https://www.edmodo.com)
- [www.readworks.com](http://www.readworks.com)
- [www.newselea.com](http://www.newselea.com)
- [http://scsliteracy.weebly.com](http://scsliteracy.weebly.com)

## Literacy Station Activities

### Comprehension station

- Theme, character, plot, point of view (perspective)

## Reading Foundational Skills

**RF.5.3a**

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4a**

- Read on-level text with purpose and understanding.

**RF.5.4b**

- Read orally with accuracy, appropriate rate, and expression on successive readings and expression.

## Strategies and Skills

- Decode works with VCV and VCCV syllable patterns
- Decode words with stressed and unstressed syllables

### Learning Targets (I Can...)

- Read orally with appropriate rate, using natural phrasing and pauses.
- Recognize digraphs and multi-syllable words.
- Read multi-syllable words with digraphs accurately.

### By the end of the year, students must master:

- All letter-sound correspondences
- Morphology (roots and affixes)
- Syllable patterns

### Phonics and fluency

- VCV syllable pattern, VCCV syllable pattern, stressed and unstressed syllables
- Accuracy, expression, intonation, phrasing

### Performance assessments

- Oral reading fluency checks/running records
- Spelling of grade-appropriate words in daily/weekly writing
- Teacher observation

### Literacy Station Activities

- Decoding/Word study station-Individualize to reteach/reinforce skills taught to-date

## Writing/Research

**W.5.1**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  
  b. Provide logically ordered reasons that are supported by facts and details.

**W.5.4**

- Produce clear and coherent writing in which the

### Strategies and Skills

- **Skills**: Opinion Writing
- **Strategy**: Writing pre-assessment of paragraph written from a prompt about a text
- **POW + TREE mnemonic and graphic organizer**
  

### Routine Writing

- Forming a text-based opinion
- Citing evidence to support opinion
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| development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) | ● Modeled response to text  
● Peer editing pre-assessment for clear evidence in text  
● Self editing pre-assessment and self-reflection  
● Writing post-assessment to similar prompt  
Learning Targets (I Can…)  
● Form an opinion based on something I have read.  
● Support my opinion with 3-4 reasons from the text. | http://www.readworks.org/passages/westward-expansion-westward-expansion-timeline, and  
http://www.readworks.org/passages/westward-expansion-introduction-westward-expansion |

### Speaking and Listening

**SL.5.1a**-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1c**-Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.2**- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### WIDA Standards

**English Language Development Standard 1**

English language learners communicate for Social and Instructional purposes within the school setting.

### Strategies and Skills

**Learning Targets (I Can…)**

- Prepare for a discussion by gathering information about a topic.
- Make comments while contributing statements about sequence of events.

### Performance Assessments

- Participating in and conducting discussions, read alouds, and q/a sessions
- Oral reports
- Adding audio and visual information
- Using formal English in appropriate situations

### ELL Connections

  - Click on Transformed MPIs/ELAs
## English Language Arts 1st Nine Weeks Grade 5

<table>
<thead>
<tr>
<th>TN DOE Curriculum Standards</th>
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### WIDA Standards

**English Language Development Standard 2**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

### Language

- **L.5.4a** - Use context as (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.5.4b** - Use common, grade-appropriate Greek and Latin roots as clues to the meaning of a word or phrase.
- **L.5.4c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify meaning of key words and phrases.

### Strategies and Skills

#### Skills

- **Review: Compound Sentences**

#### Strategy

- **Learning Grammar through Writing**
- **Post-assessment (see Performance Assessment)**

### Learning Targets (I Can...)

- Review how to create a compound sentence with proper punctuation and coordinating conjunction.
- Identify compound sentences when reading.
- Edit a sentence for errors in punctuation and wording in compound sentences.
- Use compound sentences to add variety to writing.
- Edit writing for capitalization errors and spelling errors.
- Use context as a clue to the meaning of a word or phrase and to confirm understanding.
- Learn and use words with Greek and Latin prefixes.
- Consult print or digital dictionaries to determine meanings of words.

### Vocabulary Strategies

Review strategies from this unit

### Selection vocabulary

- Rangy, sinewy, neutral, warily, bristled, haunch

### Language Arts

- **Compound Sentences**

### Performance Assessments

- Edit pre-assessment draft for weekly grammar skill
- Edit for grade-level capitalization and punctuation errors.
- *Journeys* Grab-and-Go Weekly Vocabulary Assessment
- Teacher created vocabulary assessments

### Literacy Station Activities

- Vocabulary station - individualize to meet student needs with skills taught to-date

---

### Reading Selections

- "Quest for the Tree Kangaroo" (Lexile Level 1010)
- "Why Koala Has No Tail" (Lexile Level 920)

### Big Idea:

It is our responsibility to research and protect endangered animals.

### Reading Literature and Informational Text

**RL5.2** - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

### Strategies and Skills

#### Comprehension Skills

- **Cause and Effect**
- **Main idea**
- **Theme**

### Performance Assessments

- Write about Reading, p. T37—Have students think about the purpose of the expedition and what its members hope to achieve. Guide students to understand the cause-and-effect relationship. Point out that the efforts of the team may result in...
### TN DOE Curriculum Standards

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>RI5.2</strong> - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>better protection for the tree kangaroo. Remind students to quote text evidence accurately as they develop their paragraphs.</td>
</tr>
<tr>
<td><strong>RL.5.4</strong> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td>Text to Text Compare Genres, p. T45 - Review “Quest for the Tree Kangaroo” and “Why Koala Has No Tail.” With a partner, complete a T-Map, recording details from each selection that describe the tree kangaroo. Compare and contrast the details and images of the tree kangaroo that each selection conveys. Then discuss how the genre of each text-an informational text versus a myth-influences how the tree kangaroo is portrayed.</td>
</tr>
<tr>
<td><strong>RI.5.4</strong> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td>Text Dependent Questions</td>
</tr>
</tbody>
</table>

#### Reading Foundational Skills

<table>
<thead>
<tr>
<th>Learning Targets (I Can…)</th>
<th></th>
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<tbody>
<tr>
<td>● Describe how scientists monitor endangered animals.</td>
<td>● Using clues from the photo and quotes on page 177, describe the tree kangaroo? (Key Details)</td>
</tr>
<tr>
<td>● Explain why scientists study tree kangaroos.</td>
<td>● What evidence does the author use to support the idea that the captured tree kangaroo are mates? (Author’s Craft)</td>
</tr>
<tr>
<td>● Explain the meanings of scientific words and phrases in context.</td>
<td>● Look at the photograph on page 188, How does this story relate to what you have read so far? (Inferences)</td>
</tr>
<tr>
<td>● Explain the moral of a myth.</td>
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#### Strategies and Skills

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<td><strong>Schwa sound</strong></td>
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<tr>
<td><strong>Unstressed syllables</strong></td>
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<table>
<thead>
<tr>
<th>Learning Targets (I Can…)</th>
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<tbody>
<tr>
<td>● Read on-level text with fluency while using appropriate stress.</td>
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<tr>
<td>● Use knowledge of syllabication patterns including identifying stressed and unstressed syllables, to read accurately.</td>
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</table>

#### Phonics and fluency

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<th>Decoding-Common beginning syllables</th>
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<tr>
<td>Fluency-read with expression</td>
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#### Performance assessments

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<th>Oral reading fluency checks/running records</th>
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#### Literacy Station Activities:

<table>
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<tr>
<th>Comprehension station-main idea graphic organizer, summary paragraph, T-Map</th>
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</thead>
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**Notes:**

- **Comprehension Strategy**
  - Question

- **Domain-Specific Vocabulary**

- **Common Beginning Syllables**
  - Teach as minilessons; focus on application to reading and spelling.

- **Schwa sound**

- **Unstressed syllables**

- **Learning Targets (I Can…)**
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- **RF.5.3a** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- **RF.5.4b** - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- **RF.5.4b** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
# English Language Arts

## 1st Nine Weeks

### Grade 5

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<thead>
<tr>
<th>TN DOE Curriculum Standards</th>
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<tbody>
<tr>
<td><strong>Writing/Research</strong></td>
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</tr>
<tr>
<td>W.5.1- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details.</td>
<td><strong>Strategies and Skills</strong>&lt;br&gt;Schools</td>
<td>- Decoding/Word study station-common beginning syllables&lt;br&gt;- Fluency-Performance reading (expression)</td>
</tr>
<tr>
<td><strong>Writing/Research</strong></td>
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<tr>
<td>W.5.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</td>
<td><strong>Routine Writing</strong>&lt;br&gt;Schools</td>
<td>- Forming a text-based opinion&lt;br&gt;- Citing evidence to support opinion</td>
</tr>
<tr>
<td><strong>Writing/Research</strong></td>
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</tr>
<tr>
<td>W.5.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</td>
<td><strong>Writing Tasks</strong>&lt;br&gt;Schools</td>
<td>- Pre-assessment writing task: Webster’s dictionary defines perseverance as, “the quality that allows someone to continue trying to do something even though it is difficult.” Today, we read an article, Big Dreams, about Emmanuel Ofosu Yeboah. Do you believe that Yeboah is a person who has perseverance? Why or why not? Make sure to support your response with evidence from the text. (<a href="http://www.readworks.org/passage">http://www.readworks.org/passage</a>)</td>
</tr>
<tr>
<td><strong>Writing/Research</strong></td>
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<tr>
<td>W.5.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</td>
<td><strong>Writing Tasks</strong>&lt;br&gt;Schools</td>
<td>- Post-assessment writing task: Earlier this week, we read about Emmanuel Ofosu Yeboah, and talked about his perseverance. Do you think that the researchers in “Quest for the Tree Kangaroo” had perseverance as well? Why or why not? Make sure to support your response with evidence from the text.</td>
</tr>
<tr>
<td><strong>Writing/Research</strong></td>
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<td></td>
</tr>
<tr>
<td>W.5.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</td>
<td><strong>TNCore rubric for opinion writing</strong>&lt;br&gt;Schools</td>
<td><a href="http://tncore.org/english_language_arts/assessment_tasks.asp">http://tncore.org/english_language_arts/assessment_tasks.asp</a>&lt;br&gt;(Username: tneducation; Password: fastestimproving)</td>
</tr>
</tbody>
</table>

### Speaking and Listening

**Recurring Standard from now on:** SL.5.1—engaging in collaborative conversations

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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<thead>
<tr>
<th>Strategies and Skills</th>
<th>Performance Assessments</th>
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<tr>
<td></td>
<td>Participate productively in a group discussion</td>
</tr>
<tr>
<td><strong>Learning Targets (I Can…)</strong>&lt;br&gt;Schools</td>
<td><strong>ELL Connections</strong>&lt;br&gt;Schools</td>
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<tr>
<td></td>
<td>Compare and contrast the way an animal is presented in two different texts, drawing on details and other evidence in the text.</td>
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<td></td>
<td>Make contributions to the discussion, review key ideas expressed and draw conclusions.</td>
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<td></td>
<td>North Carolina Livebinder <a href="http://www.livebinders.com/play/play?id=1089921">http://www.livebinders.com/play/play?id=1089921</a>&lt;br&gt;- Click on Transformed MPIs/ELAs</td>
</tr>
<tr>
<td></td>
<td><strong>Sample Performance Indicators for ELLs Levels 1-5</strong> (Information Gathering, Speaking)</td>
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### TN DOE Curriculum Standards

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<th>Learning Outcomes</th>
<th>Content &amp; Tasks</th>
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<tbody>
<tr>
<td><strong>English Language Development Standard 1</strong></td>
<td>1. Seek assistance from peers or teachers to gather information (e.g., for assignments)</td>
<td></td>
</tr>
<tr>
<td>English language learners communicate for Social and Instructional purposes within the school setting.</td>
<td>2. Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words)</td>
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<td></td>
<td>3. Ask questions to obtain information to share with peers</td>
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<td></td>
<td>4. Clarify information by restating or rephrasing ideas to peers</td>
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<td></td>
<td>5. Offer specific information that supports ideas with peers</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Development Standard 2</strong></td>
<td>Strategies and Skills</td>
<td></td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</td>
<td>Skills</td>
<td>Vocabulary Strategies</td>
</tr>
<tr>
<td></td>
<td>Verb tenses</td>
<td>● Synonyms and antonyms</td>
</tr>
<tr>
<td></td>
<td>Synonyms and antonyms</td>
<td></td>
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<tr>
<td></td>
<td>Spelling vowel + /r/ sounds</td>
<td>● Cause, effect, procedure, calculate, outfitted, transferred, track, mate, habitat</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Strategy</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>● Learning Grammar through Writing</td>
<td>● Verbs (tenses)</td>
</tr>
<tr>
<td></td>
<td>● Pre-assessment prompt (see Performance Assessment)</td>
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<tr>
<td></td>
<td>● Post-assessment (see Performance Assessment)</td>
<td>● Edit pre-assessment draft for weekly grammar skill</td>
</tr>
<tr>
<td><strong>Learning Targets (I Can...)</strong></td>
<td>Learning Targets (I Can...)</td>
<td>● Edit for grade-level capitalization and punctuation errors.</td>
</tr>
<tr>
<td></td>
<td>● Write using action, linking, and helping and main verbs correctly.</td>
<td>● Journeys Grab-and-Go Weekly Vocabulary Assessment</td>
</tr>
<tr>
<td></td>
<td>● Use the simple verb tense consistently throughout my writing.</td>
<td>Teacher created vocabulary assessments</td>
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<tr>
<td></td>
<td>● Use relationships between words (synonyms, antonyms) to better understand their meanings.</td>
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<td></td>
<td>● Edit writing for errors in spelling.</td>
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### Week 8-Lesson 7

#### Reading Selections
- “Old Yeller” (Lexile Level 930)
- “What Makes It Good?” (Lexile Level NP)

#### Big Idea: Dangerous situations can bring people closer together

#### Reading Literature and Informational Text
- RL.5.2- Determine a theme of a story, drama, or poem

#### Strategies and Skills
- Comprehension Skill

#### Performance Assessments
- Write about Reading, p. T113-Remind students that what a
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</table>
| from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | ● Understanding Characters  
● Word Choice, Dialect | character learns from overcoming a conflict often translates into the theme of a story. Have students review the story to find specific details describing Travis’s reaction to the conflict. Point out how tired his is when the story opens and how he overcomes his exhaustion to at. Then have them think about what lesson he takes from the experience. Have them write a paragraph stating this lesson as a universal theme, quoting accurately from the text to support their explanation and inferences. |
| RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) | Comprehension Strategy  
● Visualize | ● Compare Texts-Text to Text p. T119 “What Makes It Good,” Lester Year makes a clear argument about “old Yeller” and provides evidence to support it. Identify Lester Year’s viewpoint. Then make a list of all the ideas and text evidence from “old Yeller” that supports his viewpoint. Include those that he mentions from the film, as well as those you find in the text. Use your list to write a sentence or two explaining how the ideas and text evidence work together to form a solid argument. |
| RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Learning Targets (I Can…)  
● Use evidence from the text to compare and contrast characters.  
● Analyze the effect of an author’s choice of words.  
● Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. | ● Journeys Grab-and-Go Assessments  
See also the basal alignment project lesson in the SCS Weebly http://scsliteracy.weebly.com/fifth-grade-curriculum.html |
|  |  | Text Dependent Questions  
● Arliss’s actions contrast with those of Travis. Using evidence from the text describe these actions. (Key Details)  
● Why do you think the author chose first-person point of view to tell the story? (Text Structure)  
● How does Travis support his inference that Old Yeller thought the fight was fun? (Inferences) |

Links:  
https://www.edmodo.com  
www.readworks.com  
www.newseola.com  
http://scsliteracy.weebly.com
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Reading Foundational Skills</strong>&lt;br&gt;RF.5.4a - Read grade-level text with purpose and understanding.&lt;br&gt;RF.5.4b - Read with sufficient accuracy and fluency to support comprehension.&lt;br&gt;RF.5.4c - Use context to self-correct word recognition and understanding, rereading as necessary.</td>
<td>Strategies and Skills&lt;br&gt;Intonation&lt;br&gt;Decoding (vowel + r sounds)&lt;br&gt;&lt;br&gt;Learning Targets (I Can…)&lt;br&gt;Read on-level text with appropriate fluency an intonation.&lt;br&gt;Decode words with the vowel + r sounds.</td>
<td>Literacy Station Activities&lt;br&gt;Comprehension station - Create a T-Map to compare and contrast the characters Travis and Arliss. Use details from the text to complete the map. Write a summary of the text.</td>
</tr>
<tr>
<td><strong>Writing/Research</strong>&lt;br&gt;W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.&lt;br&gt;a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.&lt;br&gt;b. Provide logically ordered reasons that are supported by facts and details.</td>
<td>Strategies and Skills&lt;br&gt;Opinion Writing&lt;br&gt;Writing pre-assessment of paragraph written from a prompt about a text&lt;br&gt;POW + TREE mnemonic and graphic organizer <a href="http://www.tncore.org/training/2014summer-training-materials.aspx">http://www.tncore.org/training/2014summer-training-materials.aspx</a>&lt;br&gt;Modeled response to text&lt;br&gt;Peer editing pre-assessment for clear evidence in text&lt;br&gt;Self editing pre-assessment and self-reflection&lt;br&gt;Writing post-assessment to similar prompt&lt;br&gt;Learning Targets (I Can…)&lt;br&gt;Form an opinion based on something I have read.&lt;br&gt;Support my opinion with 3-5 reasons from the text.</td>
<td>Phonics and Fluency&lt;br&gt;Intonation and Decoding&lt;br&gt;&lt;br&gt;Performance assessments&lt;br&gt;Practice Intonation, pp. T103 and T117&lt;br&gt;Practice Decoding p. T125</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong>&lt;br&gt;Recurring standard - SL.5.1 - Collaborative conversations</td>
<td>Strategies and Skills&lt;br&gt;Collaborate in discussions&lt;br&gt;Follow rules</td>
<td>Routine Writing&lt;br&gt;Forming a text-based opinion&lt;br&gt;Citing evidence to support opinion&lt;br&gt;&lt;br&gt;Writing Tasks&lt;br&gt;Pre-assessment writing task: We have read two articles about how impressive the brain is! How can we take care of our brains? Why do you think that it is important for us to take care of our brains? Explain your reasoning with evidence from the texts. (<a href="http://www.readworks.org/passages/focus-understanding-how-brain-works">http://www.readworks.org/passages/focus-understanding-how-brain-works</a> and <a href="http://www.readworks.org/passages/whats-inside">http://www.readworks.org/passages/whats-inside</a>)&lt;br&gt;Post-assessment writing task: This week, we read about two brave characters in <em>Old Yeller</em> and <em>Saving Anna’s Family</em>. Travis and Anna both had to be brave in these stories, but in very different ways. Which character do you think is more brave? Make sure to explain your response with evidence that you find in the text. (<a href="http://www.readworks.org/passages/saving-annas-family">http://www.readworks.org/passages/saving-annas-family</a>)&lt;br&gt;TNCore rubric for opinion writing <a href="http://tncore.org/english_language_arts/assessment_tasks.asp">http://tncore.org/english_language_arts/assessment_tasks.asp</a> (Username: tneducation; Password: fastestimproving)</td>
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<tr>
<td>WIDA Standards</td>
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<tr>
<td><strong>English Language Development Standard 1</strong></td>
<td>● Ask and answer questions</td>
<td>● Use formal English in appropriate situations</td>
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<tr>
<td>English language learners communicate for Social and Instructional purposes within the school setting.</td>
<td>Learning Targets (I Can…)</td>
<td><strong>ELL Connections</strong></td>
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<tr>
<td><strong>Language</strong></td>
<td><strong>Strategies and Skills</strong></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>L.5.1-Demonstrate command of the conventions of standard English grammar usage when writing or speaking.</td>
<td><strong>Skills</strong></td>
<td>● Adages and Proverbs</td>
</tr>
<tr>
<td>L.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>● Direct Objects</td>
<td><strong>Lesson Vocabulary</strong></td>
</tr>
<tr>
<td>L.5.5b- Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>● Indirect Objects</td>
<td>● Dialect, viewpoint, conflict, strained, shouldered, checking, picturing, brave</td>
</tr>
<tr>
<td>WIDA Standards</td>
<td><strong>Learning Targets (I Can…)</strong></td>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>English Language Development Standard 2</strong></td>
<td>● Identify the direct and indirect object that follows an action verb while reading.</td>
<td>● Direct Objects</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</td>
<td>● Use action verbs and their objects correctly when I am writing.</td>
<td>● Indirect Objects</td>
</tr>
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<td></td>
<td>● Edit writing for capitalization errors and spelling errors.</td>
<td><strong>Performance Assessments</strong></td>
</tr>
<tr>
<td></td>
<td>● Recognize and explain the meanings of adages and proverbs.</td>
<td>● Edit pre-assessment draft for weekly grammar skill</td>
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<tr>
<td><strong>Reading Selections</strong></td>
<td><strong>Reading Literature and Informational Text</strong></td>
<td><strong>Literacy Station Activities</strong></td>
</tr>
<tr>
<td>● “Everglades Forever” (Lexile Level 1190)</td>
<td><strong>Strategies and Skills</strong></td>
<td>● Vocabulary station-individualize to meet student needs with skills taught to-date</td>
</tr>
<tr>
<td>● “National Parks of the West” (Lexile Level 820)</td>
<td><strong>Comprehension Skill</strong></td>
<td><strong>Performance Assessments</strong></td>
</tr>
</tbody>
</table>
| **Big Idea:** We have an obligation to protect our environment. | ● Author’s Purpose | ● Write about Reading, p. T189-The author of “Everglades Forever” believes it is important to preserve the Everglades.

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### English Language Arts

**1st Nine Weeks**

<table>
<thead>
<tr>
<th>TN DOE Curriculum Standards</th>
<th>Learning Outcomes</th>
<th>Content &amp; Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>grade 5 topic or subject area.</td>
<td>● Explain Scientific Ideas</td>
<td>What reasons and evidence does the author include to support her point? Write a paragraph to explain whether you agree or disagree with the author’s argument. Use facts, examples, and other text evidence to support your position.</td>
</tr>
<tr>
<td><strong>RI.5.5</strong> - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
<td>● Domain-Specific Vocabulary</td>
<td>● Compare Texts-Text to Text, p. T195-With a partner, review “Everglades Forever” and “Quest for the Tree Kangaroo.” Take notes on what you learn about wildlife conservation and human interaction with nature. Consider how the text structure, or overall organization of each text, affects your understanding of the topic. Discuss and compare the two selections.</td>
</tr>
<tr>
<td><strong>RI.5.8</strong> - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
<td>Comprehension Strategy</td>
<td>Journeys Grab-and-Go Assessments</td>
</tr>
<tr>
<td></td>
<td>● Analyze/Evaluate</td>
<td>Close reading-p. 244 (Student edition)</td>
</tr>
</tbody>
</table>

#### Learning Targets (I Can...)

- Analyze how an author makes his/her purpose known.
- Explain the concept of conservation and tell why it is important for us to conserve natural resources.
- Understand and use domain-specific language.
- Examine the effect of text structure on understanding.

#### Strategies and Skills

- Adjusting rate
- Decoding homophones

#### Learning Targets (I Can...)

- Adjust rate to purpose when reading a text.
- Identify, understand and use homophones correctly.

#### Phonics and fluency

- Rate
- Homophones

#### Performance assessments

- Oral reading fluency checks/running records
- Teacher observation and questioning

#### Literacy Station Activities

- Comprehension station: Author’s purpose

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**Reading Foundational Skills**

**RF.5.3a** - Read grade-level text with purpose and understanding

**RF.5.3b** - Read grade level prose with accuracy, appropriate rate, and expression on successive readings

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# English Language Arts

## 1st Nine Weeks

### tn doe Curriculum Standards

<table>
<thead>
<tr>
<th>Writing/Research</th>
<th>Strategies and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.1- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>Skills</td>
</tr>
<tr>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
<td>Opinion Writing</td>
</tr>
<tr>
<td>b. Provide logically ordered reasons that are supported by facts and details.</td>
<td>Writing pre-assessment of paragraph written from a prompt about a text</td>
</tr>
<tr>
<td>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
<td>POW + TREE mnemonic and graphic organizer <a href="http://www.tncore.org/training/2014summer-training-materials.aspx">http://www.tncore.org/training/2014summer-training-materials.aspx</a></td>
</tr>
<tr>
<td>d. Provide a concluding statement or section related to the opinion presented.</td>
<td>Modeled response to text</td>
</tr>
</tbody>
</table>

### Learning Outcomes

- Form an opinion based on something I have read.
- Support my opinion with 3-5 detailed reasons from the text.

### Content & Tasks

- Decoding/Word study station-homophones
- Fluency station-performance reading; focus on rate

### Routine Writing

- Forming a text-based opinion
- Citing evidence to support opinion

### Writing Tasks

- Pre-assessment writing task: We just read two articles about several different endangered species. Do you think that it is the responsibility of people to help animals that are endangered? Why or why not? Use evidence from the texts to support your reasoning. ([http://www.readworks.org/passages/endangered-animals-glance](http://www.readworks.org/passages/endangered-animals-glance))
- Post-assessment writing task: In Everglades Forever and National Parks of the West, we have learned about steps that people are taking to preserve certain areas of land. What do you think would happen if people did not take steps to protect land? Use evidence from the texts to support your conclusions.


### Speaking and Listening

#### Recurring standard--SL.5.1- Collaborative conversations

- Collaborate in discussions
- Follow rules
- Ask and answer questions

### Learning Targets (I Can…)

- Use rules for discussions and complete tasks successfully.
- Acquire and use vocabulary in speaking.
- Make a brief oral report on the importance of conserving natural resources.

### Strategies and Skills

- Collaborate in discussions
- Follow rules
- Ask and answer questions

### Performance Assessments

- Participating in and conducting discussions, read alouds, and q/a sessions
- Oral report on the importance of conserving natural resources
- Using formal English in appropriate situations

### ELL Connections


### Vocabulary Strategy

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### TN DOE Curriculum Standards

<table>
<thead>
<tr>
<th>L 5.1a</th>
<th>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L 5.4b</td>
<td>Use common, grade-appropriate Greek and Latin roots as clues to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>L 5.4c</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify meaning of key words and phrases.</td>
</tr>
</tbody>
</table>

### WIDA Standards

**English Language Development Standard 2**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

### Learning Outcomes

**Skills**
- Conjunctions

**Strategy**
- Pre-assessment (see Performance Assessment)
- Learning Grammar through Writing
- Post-assessment (see Performance Assessment)

**Learning Targets (I Can…)**
- Explain the function of conjunctions in a sentence.
- Identify different types of conjunctions while reading.
- Edit and revise writing for errors in conjunctions and punctuation.
- Use conjunctions correctly when I am writing.
- Edit writing for capitalization errors and spelling errors.
- Learn and use words with the Greek and Latin prefixes.
- Use reference materials to find pronunciations and word meanings.

### Content & Tasks

- Word structure: Prefixes en-, re-, pre-, pro-

**Lesson Vocabulary**
- Conservation, environment, endangered, regulate, adapted, restore, unique, analyze, evaluate

### Language Arts

- Conjunctions

**Performance Assessments**
- Edit pre-assessment draft for weekly grammar skill
- Edit for grade-level capitalization and punctuation errors.
- Journeys Grab-and-Go Weekly Vocabulary Assessment
- Teacher created vocabulary assessments

**Literacy Station Activities**
- Vocabulary station-prefixes en-, re-, pre-, pro-