

## Background: Two-Weeks at a Glance (TWAG) Outlines

Beginning in the 2016-17 school year the ELA K-5 SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. *ESL has opted to develop TWAGs for the entire year, digging deeply into a high-quality, complex anchor text from the Journeys series in order to build student knowledge around the topic of the story.* By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. TWAG outlines were developed by SCS teachers and coaches in partnership with [Student Achievement Partners](#) and other districts across the country.

## 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 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.**



### Complex Text

- Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers.
- The standards build a staircase of text complexity so that all students are ready for the demands of college and career-level reading no later than the end of the high school.

### Evidence from Text

- The standards place a premium on students writing to sources. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care.
- The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence will be essential for effective argumentative and informational writing.

### Building Knowledge

- Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literacy reading.
- Informational reading primarily includes content rich non-fiction in history/ social studies, sciences and the arts.
- The K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years.

## Elements of Lesson Planning with Attention to Language:

Effective lesson planning for ELLs begins with, and includes all 6 of the following components (in no particular order):

- Identify student's language strengths and other assets using WIDA's CAN DO philosophy.
- Attend to sociocultural contexts of language use.
- Create contexts for meaningful use of language.
- Recognize language development processes (current proficiency level within a domain and context).
- Identify language embedded in content standards (Features of Academic Language).
- Use language supports (e.g., word banks, sentence frames, and/or paragraph models).
- Incorporate all 4 language domains (listening, reading, speaking, writing).

## Using the WIDA MPIs

- WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

- Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

*Sample MPI or grade 1 Reading for Information*

[Model Performance Indicators \(MPIs\)](#)

Reading for Information #1 Ask and answer questions about key details in a text.					
Reading	<b>Level 1: Entering</b>	<b>Level 2: Emerging</b>	<b>Level 3: Developing</b>	<b>Level 4: Expanding</b>	<b>Level 5: Bridging</b>
	<i>Identify answers to yes/no or WH- questions about informational text with labeled visual support.</i>	<i>Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.</i>	<i>Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.</i>	<i>Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.</i>	<i>Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.</i>

**Using the Curriculum Maps, Grade K-5 ESL TWAG**

- Begin by examining the selected text(s).** Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the **aligned essential question** and **culminating task** your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.

\*Locate the **TDOE Standards and related MPIs** at the end of each week. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:

  - CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
- Consult your **Journeys Teachers' Edition (TE)** and other **cited references** to map out your week(s) of instruction.
- Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson).

Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).

4. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric**, which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
5. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
6. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
7. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.

Remember to include differentiated activities for small group instruction and literacy stations- based on **MPs** and student English Language Proficiency. Reference "**SWAG**" documents for resources within literacy work stations.

*During weeks 1 and 2 of quarter 1, the identification and placement of English Language Learners is of utmost importance, as mandated by TDOE Policy 3.207.*

#### **FOR RETURNING STUDENTS:**

- ✓ Prepare Parent Notification and Response Letters – double-sided
- ✓ Send PNL, PRL, and *WIDA Report* home & file returned PRL document (with signature) in your 16-17 ESL file
- ✓ Provide a copy of the student's *WIDA Individual Student Report* to classroom teachers if you wish- but you will be providing the CAN DO Name Chart with similar information.

#### **FOR NEW STUDENTS:**

- ✓ Access PHLS via Infosnap (follow instructions on form in Appendix). For students whose PHLS reflects anything other than English on it:
  - ✓ Write the student name and required info on the school composite
  - ✓ Administer the W-APT. (IF you are certified to do so.) Keep a copy of the test result sheet in your ESL file.
    - ✓ If student qualifies for ESL, place W-APT scores on composite AND mark X in the ELL box
      - ✓ K & 1 will be raw scores/ 2-12 use online W-APT calculator: <https://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>

- ✓ If student does not qualify, place scores on composite
- ✓ \*Send an updated composite to Cyndi Purnell at the ESL office by August 19.
  - ✓ To: Cyndi Purnell/ NE Regional Office/ Route 1/ Attn: ESL
- ✓ CONTINUE to send in information on new students to Cyndi each time a new child is tested (whether they qualify or not).

### **FOR YOURSELF, the ESL TEACHER:**

- ✓ Become W-APT Certified. Visit [wida.us](http://wida.us) and log in. Complete the W-APT Administrator Checklist and fax a copy of your Training Certificate to (901) 416-7628 by Aug. 12.
- ✓ Use the *WIDA Summative School Roster Report* for scheduling purposes & to identify student strengths and domain/ áreas for focus. Use WIDA CAN DO Name Charts (See forms in appendix) for grouping students by areas of strength and weakness within each domain.
  - ✓ Per grade level(s) taught
  - ✓ Within mixed grade levels if serving more than 1 school
  - ✓ Be sure to add new students who qualified for ESL this year
  - ✓ Gather teacher schedules so you may know lunch & support times for each grade level
  - ✓ Design a preliminary ESL Schedule and present this to your admin &/or classroom teachers.
    - ✓ Remain flexible. More than likely, this may need to change.
    - ✓ Check to make sure that you have ALL of your 3.6 & below students scheduled for one hour (or one class period in grades 6-12)
  - ✓ Send *ESL Teacher Schedule* template to [purnellmc@scsk12.org](mailto:purnellmc@scsk12.org) by Sept. 1
- ✓ Review the ESL curriculum & resources. Be prepared to show evidence of planning for instruction for week 3, as weeks 1 & 2 are almost always dedicated to locating students, testing students, and completing LSPs.

### **FOR CLASSROOM TEACHERS:**

- ✓ Begin working on Language Support Plans. *Each ELL should have an LSP (Not T1-T4).*
  - ✓ Provide the LSP along with the WIDA Can Do Name Chart (with ALL ELLs in that teacher's class) to mainstream teachers no later than September 1 (or closest Monday).
    - ✓ Provide via email or paper versión
    - ✓ We encourage you to hold a meeting with all of your classroom teachers to provide the LSP & WIDA Can Do Charts (and possibly copies of student score reports if you wish).  
Explain how teachers can use this information to better support their students.  
Stress the importance of adhering to the state mandate which requires one hour of ESL service per day for those students who scored a 3.6 & below. *Review the ESL curriculum* with teachers and be able to explain how you would plan for a week of instruction in your classroom. (Show them the curriculum & the resources you will use. Discuss the standards you will address and how you will also focus on English Language Development through the integration of listening, speaking, Reading, and writing.

**FOR SCHOOL PRINCIPALS AND BUILDING TEST COORDINATORS:**

- ✓ Provide the most updated school composite (continually).
- ✓ Provide a copy of your ESL Teacher Schedule (as sent to Cyndi Purnell, Principal only)

**Additional WIDA Certification Requirements and Deadlines:**

Note: W-APT Certification is mentioned within the BOY Checklist above.

- ✓ **WIDA ACCESS Online Certification** may begin as early as October 1. ESL Teachers must be certified by one month prior to the test window (For 2017, this is February 6) so they may be prepared to administer this spring assessment. Go to [wida.us](http://wida.us) and login. Go to the My Account & Secure Portal. Click on the Grades 1-12 Online ACCESS icon. Complete the checklist up until & including the “one month prior” list. Fax WIDA training certificate to the ESL office at 416-7628.

**WIDA ACCESS Placement Test (W-APT)** The W-APT (short for the WIDA-ACCESS Placement Test) is an English language proficiency screener test given to incoming students who may be designated as English language learners (those students who have been identified as NELB). It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA English Language Proficiency (ELP) levels.

For grade 1, first semester, the **W-APT will initially assess Listening & Speaking**, along with the following skills:

Reading	Writing
<ul style="list-style-type: none"> <li>▪ Can match simple pictures to each other</li> <li>▪ Can recognize letters</li> <li>▪ Can recognize words</li> <li>▪ Can read simple phrases</li> <li>▪ Can read simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can copy letters</li> <li>▪ Can complete simple words with initial letter</li> <li>▪ Can write simple words</li> <li>▪ Can write simple phrases</li> <li>▪ Can write simple sentences</li> </ul>

**Additional Resources for Q1 weeks 1-2:**

**Read Alouds:**

As weeks 1 and 2 vary according to ELL numbers within each school, obtaining outside resources for **read aloud opportunities** assist teachers in maintaining a flexible schedule while assessing new NELB students. For returning ELL students, the following resource, along

with a trip to the school or local public library allow for the introductory time which is essential to set newcomers at ease. Teachers may also wish to peruse the [epic website](#) to find books mentioned within the (grades 2-3) [CCR ELA Exemplar Resource: Instruction with Performance Assessment](#) resource provided via *Journeys*. Academic vocabulary may be found on page 185, and each story includes instructional recommendations for English Language Learners.

**Initial Assessments:**

The (grades 1-6) [Emerging Literacy Survey](#) from *Journeys* provides opportunities for initial assessment within phonemic awareness and concepts of print and decoding. *General Guidelines* for administering the survey are found on page 2. The *Summary form* for Beginning Skills is found on page 34 of this resource should be printed off and kept for reassessing students in week 9 of Q1. The following areas are assessed for grades K-1: rhyme, beginning sounds, blending onsets and rimes, segmenting onsets and rimes, phoneme blending, phoneme segmentation, concepts of print, letter naming, word recognition, word writing, and sentence dictation.

Grade 5 weeks 3-4	Week 1
<p><b>Unit Topic:</b> SPORTS/ TEAMS</p>	
<p>Essential Questions: What is the importance of cooperation in creating a successful team?</p>	
<p>Standards</p>	<p><a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.8</a> <a href="#">RI.5.10</a> <a href="#">W.5.2.B</a> <a href="#">L.5.5</a>  <a href="#">Livebinder for MPI</a></p>
<p>Anchor Text (Text type, Lexile)</p> <ul style="list-style-type: none"> <li>Text based comprehension</li> <li>Text based discussion</li> </ul> <p>(Whole and Small Group)</p>	<p><a href="#">Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood</a>  <b>***Hyperlink connects to Unit 1 Teacher’s Edition. You must scroll to get to the text.</b></p> <p>Text Dependent/Specific questions:                      #2,                      Reread page 123. What does the author want the reader to understand about the importance of teamwork to Double Dutch?                      Reread page 123. Using the text, highlight or identify two problems that arose and how these problems made the team cooperate.                      Analyze the picture on page 121. How does the picture support the main idea of the story?                      Why did the author include the Coach’s poems in the selection? How do the poems help the reader understand Double Dutch?</p>
<p>Building Knowledge</p> <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> <p>(Whole and Small Group)</p>	<p><b>Option 1:</b> Google Images: sports and team work <a href="http://bit.ly/1NVUMBq">http://bit.ly/1NVUMBq</a> <b>Teachers should choose several images of sports depicting people working together.</b></p> <ol style="list-style-type: none"> <li>What do you notice about the people in the picture?</li> <li>What do all of the pictures have in common?</li> <li>Look at the image of ____, what do you think would have happened without teamwork?</li> </ol> <p><b>Option 2:</b> <a href="#">Double Dutch Journey’s Language Support Cards:</a></p>

	<p>The same questions will apply to the Language Support Card  <a href="#">Learning the Ropes-Teacher Read Aloud: T243:</a>  <b>Option 3:</b> <a href="#">Reading A-Z The Team</a> RAZ Level D (grade 1)</p>
<p>Vocabulary                  Drawn from the texts</p>	<p>Tier 3: jazzy, limber, intimidate, competition                  Tier 2: rank, uniform, identical, routine, unison, element, master</p>
<p>Language/ Syntax  <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul></p>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities                  Students will be able to work with a partner to locate figurative language in the text that describes how the team members work together.</p> <p>Students will write to explain how teamwork and cooperation help the team be successful.                  Students will write an informative paragraph demonstrating the use of text specific multi-syllabic words that support their explanation.                  Examples: identical; uniform; evidence, explanation; example</p> <p>➤ Teachers should create a text box of text specific vocabulary and Tier 2 vocabulary such as:                  As a result of, therefore, for that reason, consequently  <a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a></p>
<p>Writing  <ul style="list-style-type: none"> <li>Response to text</li> <li>Writing Process</li> <li>Culminating task</li> </ul>                 Aligned with topic for the week</p>	<p>Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Team Work.” As you read <i>Double Dutch</i> from this week find evidence that demonstrated how the girls and coach used teamwork to become successful. You will have three to five specific examples from the text when you have completed your chart. When the chart is completed, write a paragraph explaining how cooperation and teamwork helped the girls in <i>Double Dutch</i> become a success.</p> <p><a href="#">Sentence Starters</a> for explaining, describing, and supporting  <a href="#">ACE graphic organizer</a> for using evidence to explain</p>
<p>Foundational Skills  <ul style="list-style-type: none"> <li>Fluency</li> <li>Decoding</li> <li>Word Work</li> </ul></p>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities</p> <p>/oo/ /yoo/</p> <p>High Frequency Words: as, has, have, is, very, with, also, both</p> <p>(From ELD cards) Adverbs of Time:  <b>Students will identify adverbs of time in the text that help explain how the girls improved throughout story</b>                  Beginner: First, next, then, later, second</p>



	<p><b>Student will give examples to a partner of how the girls improved over time using adverbs of time.</b> Intermediate: while, before, now, after, finally</p> <p><b>Students will explain in an informative paragraph how the girls improved over time using adverbs of time.</b> Advanced: Prior, previously, since, eventually, subsequently</p>
--	--

Grades 5 Weeks 3-4	Week 2
Essential Question:	How do sports help build character and a sense of cooperation?
Standards	<a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.8</a> <a href="#">RI.5.10</a> <a href="#">W.5.2.B</a> <a href="#">L.5.5</a> <a href="#">Livebinder for MPI</a>
Anchor Text <ul style="list-style-type: none"> <li>Rereading for fluency practice, additional comprehension support or independent reading practice</li> <li>Writing Support</li> </ul>	<p>Students should read a variety of leveled texts on sports and team work. See resources below.</p> <p><a href="#">Text Dependent Question Stems:</a></p>
Building Knowledge <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> (Whole/Small Group, and Independent work) <b>All students experience all texts and resources regardless of level</b>	<p><b>**All students should read or be exposed to all texts in this section. The teacher should choose one text for whole group instruction and utilize the others for centers, independent work, etc.</b></p> <p><i>Soccer Photo</i> student text p.130  <a href="#">The Basketball Game</a> Literacy Toolkit readers            Week 4 Leveled Reader: <a href="#">Title IX</a>            Journey’s Write-In reader: <a href="#">The All Wrong All Stars</a>            Reading A-Z: <a href="#">The Jr. Iditarod</a>            Small Wonders: <a href="#">Great Moments in Sportsmanship</a> (teacher will need to skip the advertisements)</p>
Vocabulary <i>Drawn from the texts</i>	Determination; sportsmanship, Tier 2: routine, unison, competition, train, qualify

<p>Language/ Syntax</p> <ul style="list-style-type: none"> <li>• Spelling and Grammar</li> </ul>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities</p> <p>Students will be able to work with a partner to locate figurative language in the text that describes how the team members work together.</p> <p>Students will write to explain how teamwork and cooperation help the team be successful.</p> <p>Students will write an informative paragraph demonstrating the use of text specific multi-syllabic words that support their explanation.</p> <p>Examples: identical; uniform; evidence, explanation; example</p> <p>➤ Teachers should create a text box of text specific vocabulary and Tier 2 vocabulary such as: As a result of, therefore, for that reason, consequently</p> <p><a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a></p>
<p>Writing</p> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> <p>Aligned with EQ &amp; topic for the week</p>	<p>Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Team Work.” Choose two texts and find evidence that demonstrates the importance of teamwork. You will have three to five specific examples from each text when you have completed your chart. When the chart is completed, write a paragraph or create a mini-book explaining how cooperation and teamwork helped the people in your chosen texts become a success. “Be sure to use (3 of the vocab words) in your writing...and ___ time order words...”</p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities</p> <p>(From ELD cards) Adverbs of with -ly:</p> <p><b>Students will identify adverbs with -ly in the text that help explain how the characters change over time</b></p> <p>Beginner: First, next, then, later, second</p> <p><b>Student will give examples to a partner of how the characters changed over time using adverbs with -ly.</b></p> <p>Intermediate: while, before, now, after, finally</p> <p><b>Students will explain in a narrative paragraph how the characters changed over time using adverbs with -ly.</b></p>

### ESL Supplemental Work Station and Gradual Release Template Grade 5 Q1 Weeks 3-4

<b>STORY INFORMATION: Topic: SPORTS/ TEAMS</b>	
	<i>Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood</i>
Essential Question:	What is the importance of cooperation in creating a successful team?
Gradual Release of Responsibility	*See <i>Gradual Release of Responsibility Example Behaviors</i> at end of document.
<p>Culminating Task</p> <p><a href="#">W.5.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</a></p>	<p><b>Week 1:</b> Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Team Work.” As you read <i>Double Dutch</i> from this week find evidence that demonstrated how the girls and coach used teamwork to become successful. You will have three to five specific examples from the text when you have completed your chart. When the chart is completed, write a paragraph explaining how cooperation and teamwork helped the girls in <i>Double Dutch</i> become a success.</p> <p><b>Week 2:</b> Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Team Work.” Choose two texts and find evidence that demonstrates the importance of teamwork. You will have three to five specific examples from each text when you have completed your chart. When the chart is completed, write a paragraph or create a mini-book explaining how cooperation and teamwork helped the people in your chosen texts become a success. “Be sure to use (3 of the vocab words) in your writing...and __ time order words...”</p> <p><a href="#">Sentence Starters</a> for explaining, describing, and supporting  <a href="#">ACE graphic organizer</a> for using evidence to explain</p>
<p>Stations Activities</p> <p><a href="#">FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</a></p>	<p><b>1): Word Work:</b>                  Students will write an informative paragraph demonstrating the use of text specific <b>multi-syllabic words</b> that support their explanation.                  Examples: identical; uniform; evidence, explanation; example  <a href="#">Literacy Center: Suffix Shuffle</a></p> <p><b>/oo/ /yoo/</b>  <a href="#">Reader’s Notebook</a> (pp 40-42)                  RAZ: <a href="#">Snoop the Crime Dog</a>                  High Frequency Words: as, has, have, is, very, with, also, both  <a href="#">Double Dutch Journey’s Language Support Cards:</a>                  (From ELD cards) Adverbs of with -ly:  <b>Students will identify adverbs with -ly in the text that help explain how the characters change over time</b>                  Beginner: First, next, then, later, second</p>
<a href="#">FS 5.3a: Use combined</a>	

<p><a href="#">knowledge of all letter-sound correspondences, syllabication patterns, and morphology</a></p> <p>RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p><a href="#">L 5.5: 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</a></p> <p><a href="#">FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.</a></p>	<p><b>Student will give examples to a partner of how the characters changed over time using adverbs with -ly.</b>                  Intermediate: while, before, now, after, finally</p> <p><b>Students will explain in a narrative paragraph how the characters changed over time using adverbs with -ly.</b></p> <hr/> <p><b>2.) Comprehension/Building Knowledge:</b>                  Students will work with groups or partners to summarize how teamwork is needed to be successful from each of the below texts.  <i>Soccer Photo</i> student text p.130  <a href="#">The Basketball Game</a> Literacy Toolkit readers                  Week 4 Leveled Reader: <a href="#">Title IX</a>                  Journey's Write-In reader: <a href="#">The All Wrong All Stars</a>                  Reading A-Z: <a href="#">The Jr. Iditarod</a></p> <p><b>3)Vocabulary:</b>                  Students will be able to work with a partner to locate figurative language in the text that describes how the team members work together.                   Students will write to explain how teamwork and cooperation help the team be successful.                  Students will write an informative paragraph demonstrating the use of text specific multi-syllabic words that support their explanation.                  Examples: identical; uniform; evidence, explanation; example</p> <p><b>Write-Around:</b> Tier 3: jazzy, limber, intimidate, competition                  Tier 2: rank, uniform, identical, routine, unison, element, master                  Students will work with a group to use the vocabulary to complete a write-around to summarize <i>Double Dutch</i>.</p> <p><b>4) Fluency:</b>  <a href="#">Audio Reader: Double Dutch</a>  <a href="#">Literacy Center:</a> Take turns reading/repeating <i>Double Dutch</i> to a partner</p>
<p>Other notes</p>	<p>For scaffolding:                  Language frames: <a href="#">Academic Language Functions</a> <a href="#">Very simple frames</a> <a href="#">More frames</a>  <a href="#">Links to leveled standards</a>- for every standard, this resource provides additional support to teachers for creating scaffolded activities.</p>

Grade 5 Weeks 5-6

Week 1

<b>Unit Topic:</b>		<b>Moving to a New Country</b>	
<b>Essential Question:</b>		<b>What can moving to a new country help us learn about ourselves and others?</b>	
Standards	<a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.8</a> <a href="#">RI.5.10</a> <a href="#">W.5.1</a> <a href="#">L.5.5</a> <a href="#">Livebinder for MPI</a>		
Anchor Text (Text type, Lexile) <ul style="list-style-type: none"> <li>Text based comprehension</li> <li>Text based discussion</li> </ul> (Whole and Small Group)	<a href="#">Elisa Diary</a> <b>***Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text.</b> Text Dependent/Specific questions: #4, 5, 7, 10, 11 Reread page 147. What does the author reveal about the Elisa and Francisco through their conversation? Reread page 148. Using the text, highlight or identify two problems that Elisa faces and what this reveals about her.		
Building Knowledge <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> (Whole and Small Group)	<b>Option 1:</b> <a href="#">Elisa Diary Journey's Language Support Cards</a> What do you think is happening in the picture? What can we learn about the family from the picture? What do people learn about themselves through observing others? <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/launch.html">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/launch.html</a> <i>Learning the Ropes-Teacher Read Aloud: T243</i> <b>Option 2:</b> Reading A-Z <a href="#">Being Bilingual</a> Lexile 450-500		
Vocabulary Drawn from the texts	Tier 3: brutal, gorgeous, embarrass, obvious, theme, character Tier 2: opponent, suppose, preliminary, official, challenge		<a href="#">Vocabulary in context cards</a>
Language/ Syntax <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul>	Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities -adjectives; adverbs with-ly Dialogue <ul style="list-style-type: none"> <li>Students will discuss with a partner how the author uses adjectives and adverbs with-ly to reveal how the character changes throughout the story.</li> <li>Students will write to explain how Elisa is challenged in the story and what she learns about herself through the experience.</li> <li>Students will write a narrative paragraph demonstrating the use of text specific dialogue that support their explanation.</li> </ul> ➤ Teachers should create a text box of text specific vocabulary and Tier 2 vocabulary such as: As a result of, therefore, for that reason, consequently <a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a>		

<p>Writing</p> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul>	<p>Make a simple character profile. Use the <a href="#">character profile organizer</a> to find evidence from the story about how Elisa’s character is revealed through arriving at a new school. Students should use quotes and evidence from the text to complete the organizer. After completing the graphic organizer, students should write a narrative paragraph from Elisa’s point of view describing how she changes.</p> <p><a href="#">Narrative writing lesson</a>                  Sentence Starters for explaining, describing, and supporting:  <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a></p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> <li>•</li> </ul>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities</p> <p>Stressed and unstressed syllables: <a href="#">YouTube video</a></p> <p>Vowel diphthongs: /ou/ /oi/                  RAZ <a href="#">Toys for Boys</a></p>

Draft

Grade 5 Weeks 5-6	Week 2
<p><b>Essential Question:</b> What can moving to a new country help us learn about ourselves and others?</p>	
<p>Standards</p>	<p><a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.8</a> <a href="#">RI.5.10</a> <a href="#">W.5.1</a> <a href="#">L.5.5</a>  <a href="#">Livebinder for MPI</a></p>
<p>Anchor Text</p> <ul style="list-style-type: none"> <li>Rereading for fluency practice, additional comprehension support or independent reading practice</li> <li>Writing Support</li> </ul>	<p>Students should read a variety of leveled texts on moving to a new country. See resources below.                      Text Dependent Question Stems:  <a href="http://1.usa.gov/23pFZAE">http://1.usa.gov/23pFZAE</a></p>
<p>Building Knowledge</p> <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials (Whole/Small Group, and Independent work)</li> </ul> <p><b>All students experience all texts and resources regardless of level</b></p>	<p><a href="#">The Same but Different Literacy Toolkit</a> readers                      Week 4 Leveled Reader: <a href="#">Far from Home</a>                      Reading A-Z: <a href="#">The Trouble with English</a>                      Epic books <a href="#">A Long Way from Home</a> (teachers will need a login, but this is a free website)</p>
<p>Vocabulary</p>	<p>accent, confused, expressions, idioms, language, pronounce</p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities- adjectives; adverbs with-ly</p> <p>Dialogue</p> <ul style="list-style-type: none"> <li>Students will discuss with a partner how the author uses adjectives and adverbs with-ly to reveal how the character changes throughout the story.</li> <li>Students will write to explain how Elisa is challenged in the story and what she learns about herself through the experience.</li> <li>Students will write a narrative paragraph demonstrating the use of text specific dialogue that support their explanation.</li> </ul> <p>➤ Teachers should create a text box of text specific vocabulary and Tier 2 vocabulary such as:                      As a result of, therefore, for that reason, consequently  <a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a></p>

<p>Writing</p> <ul style="list-style-type: none"><li>• Response to text</li><li>• Writing Process</li><li>• Culminating task</li></ul> <p>Aligned with EQ and topic for the week</p>	<p>Make a simple character profile. Use the <a href="#">character profile organizer</a> to find evidence from the story about how Elisa's character is revealed through arriving at a new school. Students should use quotes and evidence from the text to complete the organizer. Using a second story, students will create a second graphic organizer analyzing a different character. After completing the graphic organizers, students should write a narrative paragraph from comparing the two characters' points of view on moving to a new country and how they change over time.</p> <p><a href="#">Narrative writing lesson</a></p> <p>Sentence Starters for explaining, describing, and supporting: <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a></p>
<p>Foundational Skills</p> <ul style="list-style-type: none"><li>• Fluency</li><li>• Decoding</li><li>• Word Work</li></ul>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities</p> <p>Stressed and unstressed syllables: <a href="#">YouTube video</a></p> <p>Vowel diphthongs: /ou/ /oi/</p> <p>RAZ <a href="#">Toys for Boys</a></p> <ul style="list-style-type: none"><li>▪ Students will identify adverbs with-ly in the text that help explain how characters changed throughout the story.</li><li>▪ Student will give examples to a partner of how the characters changed over time using adverbs with -ly.</li><li>▪ Students will explain in a narrative paragraph how the characters changed throughout the story using adverbs with-ly.</li></ul>



## ESL Supplemental Work Station and Gradual Release Template Grade 5 Q1 Weeks 5-6

<b>STORY INFORMATION: Topic: Moving to a New Country</b>	
	<i>Elisa Diary</i>
Essential Question:	What can moving to a new country help us learn about ourselves and others?
Gradual Release of Responsibility	*See GRR Example Behaviors at end of document.
<p>Culminating Task</p> <p><a href="#">W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</a></p>	<p><b>Week 1:</b> Make a simple character profile. Use the <a href="#">character profile organizer</a> to find evidence from the story about how Elisa's character is revealed through arriving at a new school. Students should use quotes and evidence from the text to complete the organizer. After completing the graphic organizer, students should write a narrative paragraph from Elisa's point of view describing how she changes.</p> <p><a href="#">Narrative writing lesson</a> Sentence Starters for explaining, describing, and supporting: <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a></p> <p><b>Week 2:</b> Make a simple character profile. Use the <a href="#">character profile organizer</a> to find evidence from the story about how Elisa's character is revealed through arriving at a new school. Students should use quotes and evidence from the text to complete the organizer. Using a second story, students will create a second graphic organizer analyzing a different character. After completing the graphic organizers, students should write a narrative paragraph from comparing the two characters' points of view on moving to a new country and how they change over time.</p>
<p>Stations Activities</p> <p><a href="#">FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</a></p>	<p><b>1): Word Work:</b> Stressed and unstressed syllables: <a href="#">YouTube video</a> <a href="#">Literacy and Language Guide lesson 23</a> <a href="#">Teacher's Edition p. 383</a> Vowel diphthongs: /ou/ /oi/ RAZ <a href="#">Toys for Boys Literacy Center: Suffix Shuffle</a></p> <p><a href="#">Reader's Notebook</a> (p. 53)</p>

<p><a href="#">RF 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</a></p> <p><a href="#">FS 5.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology</a></p> <p><a href="#">RF.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</a></p> <p><a href="#">FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.</a></p>	<p><b>2)Comprehension/Building Knowledge:</b>  <b>Grammar: Dialogue:</b></p> <p>Students will write to explain how Elisa is challenged in the story and what she learns about herself through the experience.          Students will write a narrative paragraph demonstrating the use of text specific dialogue that support their explanation.</p> <p>Students will work with groups or partners to summarize how moving to a new country helps people understand themselves and others from each of the below texts.  <a href="#">The Same but Different Literacy Toolkit</a> readers          Week 4 Leveled Reader: <a href="#">Far from Home</a>          Reading A-Z: <a href="#">The Trouble with English</a>          Epic books <a href="#">A Long Way from Home (teachers will need a login, but this is a free website)</a></p> <p><b>3)Vocabulary:</b></p> <p>Students will discuss with a partner how the author uses adjectives and <b>adverbs with-ly</b> to reveal how the character changes throughout the story.</p> <p>Students will write to explain how teamwork and cooperation help the team be successful.          Students will write an informative paragraph demonstrating the use of text specific multi-syllabic words that support their explanation.          Examples: identical; uniform; evidence, explanation; example</p> <p><b>Write-Around:</b> Tier 3: brutal, gorgeous, embarrass, obvious, theme, character          Tier 2: opponent, suppose, preliminary, official, challenge  <a href="#">Vocabulary in context cards</a>          Students will work with a group to use the vocabulary to complete a write-around to summarize <i>Elisa's Diary</i>.</p> <p><b>4) Fluency:</b>  <a href="#">Audio Reader: Elisa's Diary</a>  <a href="#">Literacy Center:</a> Take turns reading/repeating <i>Elisa's Diary</i> to a partner</p>
<p>Other notes</p>	<p>For scaffolding: Language frames: <a href="#">Academic Language Functions</a>  <a href="#">Very simple frames</a> <a href="#">More frames</a>  <a href="#">Links to leveled standards-</a> for every standard, this resource provides additional support to teachers for creating scaffolded activities.</p>

Grade 5 Weeks 7-8	Week 1
<p><b>Unit Topic:</b> Wild Animals</p>	
<p><b>Essential Questions:</b> Why is it important to research and protect wild animals?</p>	
<p><b>Standards</b></p>	<p><a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.8</a> <a href="#">RI.5.10</a> <a href="#">W.5.1</a> <a href="#">L.5.5</a>  <a href="#">Livebinder for MPI</a></p>
<p><b>Anchor Text (Text type, Lexile)</b></p> <ul style="list-style-type: none"> <li>Text based comprehension</li> <li>Text based discussion</li> </ul> <p>(Whole and Small Group)</p>	<p><a href="#">The Quest for the Tree Kangaroo</a>  <b>***Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text.</b>                      Text Dependent/Specific questions:                      Using evidence from the text, why is it difficult for researchers to find the tree kangaroo?                      How does the author use the photos in the text to help the reader understand how they research the kangaroo?                      According to the text, why do the researchers examine the tree kangaroos?                      Question "<a href="#">A Closer Look</a>" T26</p>
<p><b>Building Knowledge</b></p> <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> <p>(Whole and Small Group)</p>	<p><b>Option 1:</b> Google Images: <a href="#">People researching animals</a>  <b>Teachers should choose several images of people researching wild animals.</b></p> <ol style="list-style-type: none"> <li>What do you notice about the people in the picture?</li> <li>What do all of the pictures have in common?</li> <li>Look at the image of _____, what do you think the people are doing and why?</li> </ol> <p><b>Option 2:</b> <a href="#">The Quest for the Tree Kangaroo</a> Journey's Language Support Cards:</p> <ol style="list-style-type: none"> <li>What can we learn about the tree kangaroo from the picture?</li> <li>How do you think the tree kangaroo's habitat will make it difficult for researchers?</li> </ol> <p><b>Option 3:</b> <a href="#">America's Eagle</a></p>
<p><b>Vocabulary</b>  <a href="#">Drawn from the texts</a></p>	<p>Tier 3: endangered, habitat, transfer, protect,                      Tier 2: research, wild, procedure, calculate, track  <a href="#">Vocabulary in context cards</a></p>
<p><b>Language/ Syntax</b></p> <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities  <b>common prefixes</b>                      Using text specific vocabulary, students will identify common prefixes to help them understand how people research and help wild animals.</p>

<p>Writing</p> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> <p>Aligned with EQ &amp; topic for the week</p>	<p>Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Helping Animals.” As you read <i>The Quest for the Tree Kangaroo</i> from this week find evidence that demonstrated how people research and help the tree kangaroo. You will have three to five specific examples from the text when you have completed your chart. When the chart is completed, write a paragraph explaining why and how people research and help the tree kangaroo.</p> <p>Sentence Starters for explaining, describing, and supporting:  <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a>  <a href="#">ACE graphic organizer</a> for using evidence to explain</p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities                  Synonyms and Antonyms                  Students will work with a partner to discuss or write how people help <b>domestic and wild animals.</b>  <b>r-controlled</b>                  RAZ- <a href="#">The Roaring Storm</a>. Students will read <i>The Roaring Storm</i> to identify and decode r-controlled words. Students will highlight and decode r-controlled words in <i>The Quest for the Tree Kangaroo</i> to determine how people help wild animals</p>

Grades 5 Weeks 7-8

Week 2

<p>Essential Question: Why is it important to research and protect wild animals</p>	
<p>Standards</p>	<p><a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.8</a> <a href="#">RI.5.10</a> <a href="#">W.5.1</a> <a href="#">L.5.5</a>  <a href="#">Livebinder for MPI</a></p>
<p>Anchor Text</p> <ul style="list-style-type: none"> <li>• Rereading for fluency practice, additional comprehension support or independent reading practice</li> <li>• Writing Support</li> </ul>	<p>Students should read a variety of leveled texts on sports and team work.                  Text Dependent Question Stems:  <a href="http://1.usa.gov/23pFZAE">http://1.usa.gov/23pFZAE</a>                  See resources below.</p>

<p>Building Knowledge</p> <ul style="list-style-type: none"> <li>• Leveled readers</li> <li>• Paired Text</li> <li>• Supplemental Materials</li> </ul> <p>(Whole/Small Group, and Independent work)  <b>All students experience all texts and resources regardless of level</b></p>	<p>Readworks.org: <a href="#">On the Wild Side</a>  <a href="#">Portrait of an Animal Rescue Expert</a></p> <p>Achieve the core: <a href="#">Wow am I Glad that We Have Zoos</a>                  Reading A-Z: <a href="#">Wildlife Rescue</a>                  Journeys Readers: <a href="#">Kangaroos</a></p>
<p>Vocabulary                  Drawn from the texts</p>	<p>coaxing, fledgling, habitats, incubator, injuries, orphaned, predators, quarantined, urban, veterinarians, volunteers                  Teacher chosen Tier 2 vocabulary from the text.</p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> <li>• Spelling and Grammar</li> </ul>	<p><b>common prefixes</b>                  Using text specific vocabulary, students will identify common prefixes to help them understand how people research and help wild animals.  <b>r-controlled</b>                  RAZ- <a href="#">The Roaring Storm</a> Students will read <i>The Roaring Storm</i> to identify and decode r-controlled words. Students will highlight and decode r-controlled words in <i>The Quest for the Tree Kangaroo</i> to determine how people help wild animals.</p>
<p>Writing</p> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> <p>Aligned with topic for the week</p>	<p>Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Helping Animals.” Choose two texts and find evidence that demonstrates the importance of helping animals. You will have three to five specific examples from each text when you have completed your chart. When the chart is completed, write a paragraph or create a mini-book explaining how people help wild animals. “Be sure to use (3 of the vocab words) in your writing...and words with the prefixes that you studied.</p> <p><a href="#">Sentence Starters</a> for explaining, describing, and supporting  <a href="#">ACE graphic organizer</a> for using evidence to explain</p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities                  Synonyms and Antonyms                  Students will work with a partner to discuss or write how people help <b>domestic and wild animals.</b></p>

### ESL Supplemental Work Station and Gradual Release Template Grade 5 Weeks 7-8

<b>STORY INFORMATION: Topic:</b> <span style="float: right;"><b>Wild Animals</b></span>	
	<u><a href="#">The Quest for the Tree Kangaroo</a></u>
Essential Question:	Why is it important to research and protect wild animals?
Gradual Release of Responsibility	*See GRR Example Behaviors at end of document.
<p>Culminating Task:</p> <p><u><a href="#">W.5.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</a></u></p>	<p><b>Week 1:</b>                  Make a simple T-chart. On one side of the chart, write “Evidence” and on the other, write “Helping Animals.” As you read <i>The Quest for the Tree Kangaroo</i> from this week find evidence that demonstrated how people research and help the tree kangaroo. You will have three to five specific examples from the text when you have completed your chart. When the chart is completed, write a paragraph explaining why and how people research and help the tree kangaroo.</p> <p>Sentence Starters for explaining, describing, and supporting:  <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a>  <a href="#">ACE graphic organizer</a> for using evidence to explain</p> <p><b>Week 2:</b>                  Make a simple character profile. On one side of the chart, write “Evidence” and on the other, write “Helping Animals.” Choose two texts and find evidence that demonstrates the importance of helping animals. You will have three to five specific examples from each text when you have completed your chart. When the chart is completed, write a paragraph or create a mini-book explaining how people help wild animals. “Be sure to use (3 of the vocab words) in your writing...and words with the prefixes that you studied.</p>
<p>Stations Activities:</p> <p><u><a href="#">L. 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</a></u></p>	<p><b>1): Word Work:</b>  <b>Common prefixes</b>  <u><a href="#">Literacy and Language Guide Lesson 24</a></u>  <b>Word Hunt</b>                  Using text specific vocabulary, students will identify common prefixes in the text to help them understand how people research and help wild animals.</p> <p><u><a href="#">Reader’s Notebook</a></u> (p. 53)</p>

<p><a href="#">RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text</a></p> <p><a href="#">FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</a></p>	<p><b>Synonyms and Antonyms</b>  <a href="#">Literacy Centers</a>                  Students will work with a partner to discuss or write how people help <b>domestic and wild animals</b>.</p> <p><b>r-controlled</b>  <a href="#">Literacy and Language Guide Lesson 6</a></p> <p>RAZ- <a href="#">The Roaring Storm</a> Students will read <i>The Roaring Storm</i> to identify and decode r-controlled words. Students will highlight and decode r-controlled words in <i>The Quest for the Tree Kangaroo</i> to determine how people help wild animals</p>
<p><a href="#">RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</a></p>	<p><b>2)Comprehension/Building Knowledge:</b>  <b>Think and Write</b></p> <ul style="list-style-type: none"> <li>Students will work with groups or partners to summarize why it is important to protect endangered animals from each of the below texts.</li> </ul> <p>Readworks.org: <a href="#">On the Wild Side</a>  <a href="#">Portrait of an Animal Rescue Expert</a>                  Achieve the core: <a href="#">Wow am I Glad that We Have Zoos</a>                  Reading A-Z: <a href="#">Wildlife Rescue</a>                  Journeys Readers: <a href="#">Kangaroos</a></p>
<p><a href="#">RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text</a></p> <p><a href="#">FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.</a></p>	<p><b>3)Vocabulary:</b></p> <p><b>Write-Around:</b> Tier 3: endangered, habitat, transfer, protect, Tier 2: research, wild, procedure, calculate, track  <a href="#">Vocabulary in context cards</a>                  Students will work with a group to use the vocabulary to complete a write-around to summarize <i>The Quest for the Tree Kangaroo</i>.</p>
<p>Other notes</p>	<p><b>4) Fluency:</b>  <a href="#">Audio Reader:</a> <i>The Quest for the Tree Kangaroo</i>  <a href="#">Literacy Center:</a> Take turns reading/repeating <i>The Quest for the Tree Kangaroo</i> to a partner</p>
	<p>For scaffolding:                  Language frames: <a href="#">Academic Language Functions</a> <a href="#">Very simple frames</a> <a href="#">More frames</a>  <a href="#">Links to leveled standards</a>- for every standard, this resource provides additional support to teachers for creating scaffolded activities.</p>

**Gradual Release of Responsibility Example Behaviors**

<b>Teacher</b>		<b>Student</b>
<p><b>I do it</b> <b>Modeled Instruction</b></p>	<ul style="list-style-type: none"> <li>• Provides direct instruction</li> <li>• Establishes goals and purpose</li> <li>• Models the expectation</li> <li>• Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listens</li> <li>• Takes notes</li> <li>• Asks for clarification</li> </ul>
<p><b>We do it</b> <b>Guided Instruction /</b> <b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>• Interactive instruction</li> <li>• Works with students</li> <li>• Checks, prompts, clues</li> <li>• Provides additional modeling</li> <li>• Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and responds to questions</li> <li>• Works with teacher and classmates</li> <li>• Completes process alongside others</li> </ul>
<p><b>They do it</b> <b>together</b> <b>Collaborative Practice</b></p>	<ul style="list-style-type: none"> <li>• Provides feedback</li> <li>• Moves among groups</li> <li>• Clarifies confusion</li> <li>• Provides support</li> </ul>	<ul style="list-style-type: none"> <li>• Works with classmates, shares outcome</li> <li>• Collaborates on authentic task</li> <li>• Consolidates learning</li> <li>• Completes process in small group</li> <li>• Looks to peers for clarification</li> </ul>
<p><b>You do it</b> <b>Independently</b> <b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>• Provides feedback</li> <li>• Evaluates progress toward the learning expectation</li> </ul>	<ul style="list-style-type: none"> <li>• Works alone</li> <li>• Relies on notes, activities, classroom learning to complete assignment</li> <li>• Takes full responsibility for outcome</li> </ul>



**Week 9:**

Week 9 affords the opportunity to assess decodable words, high-frequency words, reading sentences, fluency, and comprehension. Skills may be assessed via the use of the *Journeys Progress Monitoring Assessment* and by using the Reading A-Z and ReadWorks documents listed below. **Keeping a portfolio of student progress can assist in helping school personnel to determine if intervention or additional English Language Development scheduling is needed.**

During week 9, writing should remain an area of focus. For grade 4, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE's ELA Writing Standards](#). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

**Grade 5 Writing Standards**

## Standard Text Types and Purposes

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 related ideas are grouped to support the writer's purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - d. Provide a concluding statement or section related to the opinion presented.
2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a conclusion that follows from the narrated experiences or events

**Journeys Progress Monitoring Assessments:** The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-12) and a teacher's test form (page xi, xii) for each child being tested. Use the teacher's test form to record the child's responses and scores *Assess students through lessons 7-8. See pages viii-ix for Scoring and Interpretation of assessment results.*

**Purpose:**

- To check on a child's growth or problems in learning skills and high- frequency words
- To target learning gaps by using these test results combined with test results from the core instructional program

**Sections on the Test**

- **A: Decodable Words** This section measures a child's ability to read decodable words independently. The words target phonics and structural elements taught in the last two lessons. Words in each row target skills from a single week's lesson.
- **B: Lessons 1–4, B: Reading Sentences** measures a student's ability to read sentences accurately. The sentences include decodable and high- frequency words taught in previous grades.
- **B: Lessons 5–30, B: Oral Reading of paragraphs** measures a student's reading fluency, which is a combination of accuracy and rate. Comprehension and vocabulary questions are also included to evaluate the student's understanding of what is read. Fluency goals are based on below grade-level norms in order to measure progress with intervention instruction. Use grade-level fluency norms, along with observation and program assessment, to determine whether or not a student can transition out of intervention.
- **Lessons 1–14, C: Reading Sentences** measures a child's ability to read sentences accurately. The sentences are a combination of decodable and familiar high-frequency words and become more complex as the year progresses.

**Please note:** Grade 5 students may need to be assessed via the Journey's [grades 1, grade 2](#) , [grade 3](#) , or [grade 4](#) *Progress Monitoring Assessments (or a combination thereof)*. Please review grades 1-4 week 9 Quarter 1 curriculum for specific areas to be assessed.

**Administering the Grade 5 Tests**

To administer the **oral reading** section:

- Have a clock or watch with a second hand or a stopwatch available to time the student's reading.
- Explain that the test has two parts. First, you'll listen to the student read a passage aloud. Then you'll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.

- Time the student's reading for 30 seconds.
- Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.
- Mark an X on the last word that the student reads at 30 seconds.
- Allow the student to finish reading the entire passage.

To administer the **comprehension** and **vocabulary** questions:

- At the end of the reading ask the questions provided, and have the student respond orally.
- Give the student a reasonable time to respond. Use the rubric on the teacher's test form to evaluate the response. Record a number.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](#) (Reading A-Z [Grade level correlation chart](#))

See: [Hair](#), Fluency Passage Level X (Grade 5)

**Comprehension:** ReadWorks [3, 2, 1... Blast Off!](#)

Additional reading passages may be found: [ReadWorks Reading Passages](#)

# Draft