

Fifth Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
Introduction		
<p>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.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 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. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate maps. By providing a map for each competency the curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. 		

Fifth Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
Guidance for the ELA Block		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades 3-5 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS 3rd grade students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> • Working with High-Quality Texts (at least 45-60 minutes daily) – including reading, discussing, writing about, and listening to texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit. • Ongoing Practice with Foundational Literacy Skills (at least 30 minutes daily) – including instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition. In grades 3-5 students should also work with multisyllabic words and words with irregular spellings, as specified in the Standards. • A Volume of Reading (as much as possible) – additional reading (guided, independent, or shared) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation <p>In 3rd grade, students should receive a total of 120 minutes of Tier 1 ELA instruction daily. We suggest approaching the Grades 3-5 ELA block in two portions: <i>Module Study</i> and <i>Small Group Instruction</i>, each about 60 minutes, though structure should be flexible to best meet the needs of students. Foundational skills instruction should be thoughtfully included in <i>both or either</i> of the Module Study and Small Group Instruction portions of the block, depending on the specific content goals for the day, week, and unit.</p>		
Guidance for Small Group Instruction		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with literacy workstations. The small group rotations are often divided into three 20-minute rotations or four 15-minute rotations equaling about 60 minutes of small group reading instruction. In the upper grades, the teacher led guided group provides a context in which the teacher can provide additional support for students in working with complex texts and additional support for students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p> <p>Possible literacy workstations for 3rd grade are listed below. For more information about these workstations, see the Resource Toolkit on page 4.</p> <ul style="list-style-type: none"> • Additional Work with Complex Text - Students work on the various aspects of text (meaning, language, structure, or knowledge) individually, with a partner, or with a teacher-led small group. This is an opportunity to provide additional instruction with the anchor text or supplemental text from their whole group unit or module study. • Show the Rule™ Grammar Protocol - Use the Show the Rule protocol throughout the week to reinforce the identified grammar skill. This protocol gives students an opportunity to practice and apply what they have learned about grammar through text and creative writing rather than by completing worksheets or practice in isolation. • Independent Reading - Students need to read a large volume and wide range of texts to become strong readers, and this reading practice is best accomplished when students have accountability for their independent reading, through reading logs, conversations with teachers and peers, weekly checkpoints and assignments when they finish a text. Teachers should leverage school libraries, classroom libraries, and supplemental texts from whole group units to provide students with options for independent reading. • Word Study (Decoding, Spelling Principle, Vocabulary) - Word study is a combination of phonics (decoding), spelling principle, and vocabulary instruction. Word study gives students an opportunity to investigate and understand patterns and word relationships and apply this knowledge to their reading and writing. Teachers should utilize the <i>Journeys</i> Decoding, Spelling, and Vocabulary lessons for explicit instruction and determine ways to provide students with access to those skills within text. • Fluency - Fluency is a bridge between word recognition and comprehension. Fluency practice involves ample <i>practice</i> for students, including repeated readings of the sample text and independent, partner, and small group practice, to prepare them to <i>perform</i> on a fluency task. • Writing - Research shows that reading and writing develop hand in hand. In this station, students should be given multiple opportunities and materials to practice and improve writing skills, including writing in response to the anchor text(s), comparing texts, routine writing through journals or other prompts, and/or editing and revising writing. 		

Fifth Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

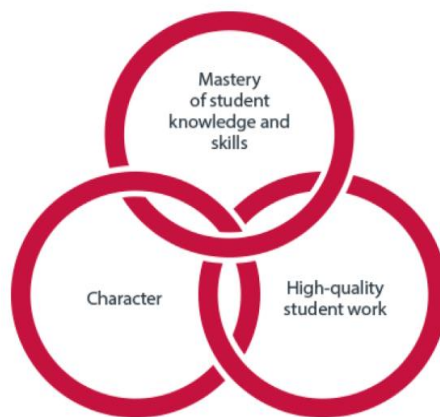
The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. Each module has a consistent structure of three units, each of which includes both a mid unit and end of unit assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: Fifth Grade Module 1: Stories of Human Rights

What are human rights, and how do real people and fictional characters respond when those rights are threatened? In this module, students develop their ability to read and understand complex text as they consider this question. In Unit 1, students build their close reading skills by reading the novel *Esperanza Rising* by Pam Muñoz Ryan. They read about human rights and apply this learning as one lens through which to interpret the characters and themes in the novel—a complex coming-of-age story set in Mexico and rural California during the early 1930s. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students begin to build their understanding of human rights. Throughout the unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in *Esperanza Rising* where human rights are threatened.

In Unit 2, students finish reading *Esperanza Rising*, focusing on characters' reactions and responses to events when their human rights are threatened. They write a two-voice poem with a partner, as well as a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, describing how each character responds to the event. In Unit 3, students continue to revisit the themes of the UDHR and *Esperanza Rising* as they plan, write, and ultimately perform monologues based on events from *Esperanza Rising* where human rights are threatened. In groups, students write a Directors' Note to describe their selected event from *Esperanza Rising*, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue. Students revise, rehearse, and ultimately perform their group's monologues for the class and/or school or community members. This performance task addresses CCSS ELA RF.5.4, W.5.4, W.5.5, and W.5.8.

Guiding Questions and Big Ideas

What are human rights, and how can they be threatened?

- *Human rights belong to everyone, but they can look different to different people in different places.*
- *We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*

How can we use writing to raise awareness of human rights?

- *We can raise awareness of human rights issues by writing about the issues fictional characters face.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Human rights	Task Monologue Performance and Program
Targets CCSS explicitly taught and assessed): RF.5.4, W.5.3, W.5.4, W.5.5, and W.5.8	Texts <i>Esperanza Rising</i> , the Universal Declaration of Human Rights



Fifth Grade Module 1: Building Background Knowledge: Human Rights Unit 1: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Ethical People

This unit is designed to help students build knowledge about human rights while simultaneously building their ability to read challenging text closely through a case study of the threats to human rights faced by fictional characters in the novel *Esperanza Rising* by Pam Muñoz Ryan. Students read this novel in conjunction with selected articles of the Universal Declaration of Human Rights, of which they determine the main ideas and details to support the main ideas, and then summarize. Students also read informational texts related to the story’s historical context. Through their reading, they trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s, who is forced to flee to California and must rise above her difficult circumstances.

For the mid-unit assessment, students closely read a new article of the UDHR to use strategies to identify the meaning of unfamiliar vocabulary, to identify the main ideas, and to summarize the text. In the second half of the unit, students prepare for and participate in text-based discussions about the threats to human rights faced by the characters in *Esperanza Rising* and also their emotional response to these threats to human rights. This prepares them for the end of unit assessment, in which students participate in a text-based discussion about threats to human rights in Chapters 4–6 of the novel.

Mid Unit Assessment: [G5M1U1L9: Answering Questions about and Summarizing Article 13 of the UDHR](#)

This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.4, RI.5.10, L.5.4b, and L.5.4c. Students read Article 13 of the *Universal Declaration of Human Rights*, determine the meaning of unfamiliar vocabulary, and determine the main idea, using supporting details from the text to write a summary of the article that includes quotes from the text.

End of Unit Assessment: [G5M1U1L12: Text-Based Discussion—Threats to Human Rights in *Esperanza Rising*](#)

This two-part assessment centers on CCSS RL.5.1, RL.5.5, RL.5.10, RI.5.1, W.5.9a, and SL.5.1a, SL.5.1b, SL.5.1c. In Part I, students participate in a text-based discussion about threats to human rights in Chapters 4–6 of *Esperanza Rising*, and their reactions to these threats, quoting accurately from the text and the UDHR. In Part II, students quote accurately from the text to answer questions about Chapter 6 in *Esperanza Rising* and identify how the chapter fits into the overall structure of the story.

Required Unit Trade book(s): *Esperanza Rising* and the Universal Declaration of Human Rights

Suggested Pacing: This unit is approximately **2.5 weeks or 12 sessions of instruction**.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Discovering Our Topic: Human Rights RL.5.1, W.5.8 TN Standards 5.RL.KID.1, 5.W.RBPK.8	1. Opening A. Practicing Observing Closely: I Notice/I Wonder (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Infer the Topic (20 minutes) B. Generating Discussion Norms (15 minutes)	<ul style="list-style-type: none"> I can infer the topic of this module from the resources. (RL.5.1, W.5.8) I can generate norms for effective discussion. (SL.5.1) 	<ul style="list-style-type: none"> I Notice/I Wonder Note-catcher: Inferring the Topic (RL.5.1, W.5.8) Discussion Norms anchor chart (SL.5.1) 	<ul style="list-style-type: none"> Think-Pair-Share Infer the Topic

	<p>3. Work Time A. Introducing the Performance Task and Module Guiding Questions (10 minutes)</p> <p>4. Homework A. Read and reflect on the guiding questions for the module. Talk about them with your family. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>			
<p>Lesson 2 Establishing Reading Routines: Pages 1–3 of Esperanza Rising</p> <p>RL.5.1, RL.5.5, RL.5.10, RI.5.10</p> <p>TN Standards 5.RL.KID.1, 5.RL.CS.5, 5.RL.RRTC.10, 5.RI.RRTC.10</p>	<p>1. Opening A. Reflections on Module Guiding Questions (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading Aloud and Finding the Gist: <i>Esperanza Rising</i>, Pages 1–3 (20 minutes)</p> <p>3. Closing and Assessment A. Launching Independent Research Reading (25 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can describe how pages 1–3 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can select a research reading book that I want to read. (RL.5.10, RI.5.10) 	<ul style="list-style-type: none"> Structure of <i>Esperanza Rising</i> anchor chart (RL.5.1, RL.5.5) 	<ul style="list-style-type: none"> Think-Pair-Share Thumb-O-Meter
<p>Lesson 3 Establishing Reading Routines: Esperanza Rising “Las Uvas”</p> <p>RL.5.1, RI.5.1, RL.5.5, RI.5.7, W.5.7</p> <p>TN Standards 5.RL.KID.1, 5.RI.KID.1, 5.RL.CS.5, 5.RI.IKI.7, 5.W.RBPK.7</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Engaging the Reader: Reading “Las Uvas” of <i>Esperanza Rising</i> (20 minutes) B. Expert Groups: Understanding the Historical Setting (30 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket (5 minutes)</p> <p>4. Homework A. Reread “Las Uvas” on pages 4–22 and complete <i>Esperanza Rising</i>.</p>	<ul style="list-style-type: none"> I can describe how pages 4–22 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can describe the historical setting of <i>Esperanza Rising</i>. (RI.5.1, RI.5.7, W.5.7) 	<ul style="list-style-type: none"> Structure of <i>Esperanza Rising</i> anchor chart (RL.5.1, RL.5.5) Building Background Knowledge about Mexico anchor chart (RI.5.1, RI.5.7, W.5.7) Exit Ticket: A Connection to <i>Esperanza Rising</i> (RL.5.1, RI.5.1) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>Questions about “Las Uvas” in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 4 Introducing the Universal Declaration of Human Rights</p> <p>RI.5.1, RL.5.1, RI.5.4, L.5.4</p> <p>TN Standards 5.RI.KID.1, 5.RL.KID.5, 5.RI.CS.4, 3.FL.VA.7a</p>	<p>1. Opening A. Launching Vocabulary Logs (10 minutes) B. Reviewing Learning Targets (10 minutes) 2. Work Time A. Back-to-Back and Face-to-Face: Reviewing Homework Questions (5 minutes) B. Introducing the UDHR (15 minutes) C. Introducing the Simplified Version of the UDHR (10 minutes) 3. Closing and Assessment A. Making Connections between the UDHR and “Las Uvas” (10 minutes) 4. Homework A. Continue to add symbols to your simplified version of the UDHR. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights. (RI.5.4, L.5.4) I can make connections between <i>Esperanza Rising</i> and the Universal Declaration of Human Rights. (RL.5.1, RI.5.1) 	<ul style="list-style-type: none"> Annotated Article 3 of the UDHR for gist and unfamiliar vocabulary (RI.5.4, L.5.4) UDHR article numbers on sticky notes in student copies of <i>Esperanza Rising</i> (RL.5.1, RI.5.1) 	<ul style="list-style-type: none"> Back-to-back and Face-to-Face Thumb-O-Meter
<p>Lesson 5 Close Reading: Esperanza Rising “Las Papayas” and Article 23 of the UDHR</p> <p>RI.5.1, RL.5.1, RI.5.4, RL.5.5, L.5.4b</p> <p>TN Standards 5.RI.KID.1, 5.RL.KID.5, 5.RI.CS.4, 5.RL.CS.5, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Las Papayas” of <i>Esperanza Rising</i> (20 minutes) 2. Work Time A. Making Connections between the UDHR and “Las Papayas” (10 minutes) B. Guided Close Reading: Article 23 of the UDHR (20 minutes) 3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can describe how pages 23–38 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text. (RI.5.1, RI.5.4, L.5.4b) 	<ul style="list-style-type: none"> Close Reading Note-catcher: Article 23 of the UDHR (RI.5.1, RI.5.4, L.5.4b) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>A. Strategies to Answer Selected Response Questions (5 minutes) 4. Homework A. Reread “Las Papayas” on pages 23–38 and complete <i>Esperanza Rising</i>: Questions about “Las Papayas” in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 6 Determining the Main Ideas and Summarizing Article 23 of the UDHR RI.5.1, RL.5.1, RI.5.2, RL.5.5, RI.5.9 TN Standards 5.RI.KID.1, 5.RL.KID.1, 5.RI.KID.2, 5.RI.CS.5, 5.RI.IK1.9</p>	<p>1. Opening A. Engaging the Reader: Reviewing Homework Questions (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Determining the Main Ideas: Article 23 of the UDHR (10 minutes) B. Mini Lesson: Writing a Summary (20 minutes) 3. Closing and Assessment A. Read Aloud: “Los Higos” of <i>Esperanza Rising</i> (20 minutes) 4. Homework A. Reread “Los Higos” on pages 39–57 and complete <i>Esperanza Rising</i>: Questions about “Los Higos” in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the main ideas and summarize Article 23 of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2, RI.5.9) I can describe how pages 39–57 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) 	<ul style="list-style-type: none"> Main Ideas and Summary: Article 23 of the UDHR (RI.5.1, RI.5.2, RI.5.9) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 7 Close Reading: Article 17 of the UDHR RI.5.1, RL.5.1, RI.5.2, RL.5.5, RI.5.9 TN Standards 5.RI.KID.1, 5.RL.KID.1, 5.RI.KID.2, 5.RI.CS.5, 5.RI.IK1.9</p>	<p>1. Opening A. Engaging the Reader: Reviewing Homework Questions (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Making Connections between the UDHR and “Los Higos” (10 minutes) B. Guided Close Reading: Article 17</p>	<ul style="list-style-type: none"> I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text. (RI.5.1, RI.5.2, RI.5.9) I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Connections between <i>Esperanza Rising</i> and articles of the UDHR on sticky notes Close Reading Note-catcher: Article 17 of the UDHR (RI.5.1, RI.5.2, RI.5.9) 	<ul style="list-style-type: none"> Thumb-O-Meter

	<p>of the UDHR (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Making Connections between <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life like Mine</i> (10 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p> <p>B. For ELLs: Complete Language Dive Practice I in your Unit 1 Homework.</p>			
<p>Lesson 8</p> <p>Close Reading: “Las Guayabas” and Article 2 of the UDHR</p> <p>RI.5.1, RL.5.1, RI.5.2, RL.5.5, RI.5.9</p> <p>TN Standards</p> <p>5.RI.KID.1, 5.RL.KID.1, 5.RI.KID.2, 5.RI.CS.5, 5.RI.IKI.9</p>	<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Engaging the Reader: “Las Guayabas” of <i>Esperanza Rising</i>(20 minutes)</p> <p>2. Work Time</p> <p>A. Making Connections between the UDHR and “Las Guayabas” (10 minutes)</p> <p>B. Triad Close Reading: Article 2 of the UDHR (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Whole Group Share (5 minutes)</p> <p>4. Homework</p> <p>A. Reread “Las Guayabas” on pages 58–80 and complete <i>Esperanza Rising</i>: Questions about “Las Guayabas” in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p> <p>C. For ELLs: Complete Language Dive Practice II in your Unit 1 Homework.</p>	<ul style="list-style-type: none"> I can describe how pages 58–80 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RI.5.1, RI.5.2, RI.5.9) I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Connections between <i>Esperanza Rising</i> and articles of the UDHR on sticky notes Close Reading Note-catcher: Article 2 of the UDHR (RI.5.1, RI.5.2, RI.5.9) 	<ul style="list-style-type: none"> Red Light, Green Light
Lesson 9	1. Opening	<ul style="list-style-type: none"> I can quote accurately from 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: 	

<p>Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR</p> <p>RI.5.1, RI.5.2, RI.5.10</p> <p>TN Standards 5.RI.KID.1, 5.RI.KID.2, 5.RI.RRTC.10</p>	<p>A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Los Melones” of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time A. Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (25 minutes)</p> <p>3. Closing and Assessment A. Launching Tracking Progress (10 minutes)</p> <p>4. Homework A. Reread “Los Melones” on pages 81–99 and complete <i>Esperanza Rising</i>: Questions about “Los Melones” in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>Article 13 to answer questions about it. (RI.5.1, RI.5.10)</p> <ul style="list-style-type: none"> I can determine the main ideas and summarize Article 13 of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2, RI.5.10) 	<p>Answering Questions about and Summarizing Article 13 of the UDHR (RI.5.1, RI.5.2, RI.5.4, RI.5.9, RI.5.10, L.5.4)</p> <ul style="list-style-type: none"> Tracking Progress: Reading, Understanding, and Explaining New Text (RL.5.1, RI.5.1, 5.4, 5.10, L.5.4) 	
<p>Lesson 10 Text-Based Discussion: Evidence of Threats to Human Rights in Chapters 1–3 of <i>Esperanza Rising</i></p> <p>RL.5.1, RI.5.1, W.5.9a, SL.5.1a</p> <p>TN Standards 5.RL.KID.1, 5.RI.KID.1, 5.W.RBPK.9, 5.SL.CC.1</p>	<p>1. Opening A. Entrance Ticket: Story Structure (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Preparing for a Text-Based Discussion (25 minutes) B. Participating in a Text-Based Discussion (15 minutes)</p> <p>3. Closing and Assessment A. Exit Tickets (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can quote accurately from the text to make connections between <i>Esperanza Rising</i> and the UDHR. (RL.5.1, RI.5.1) I can prepare for and follow discussion norms to have an effective text-based discussion about evidence of threats to human rights in <i>Esperanza Rising</i>. (RL.5.1, RI.5.1, W.5.9a, SL.5.1a) 	<ul style="list-style-type: none"> Entrance Ticket: Story Structure (RL.5.5) Preparing for a Text-Based Discussion note-catcher (RL.5.1, RI.5.1, W.5.9a, SL.5.1a) Exit Ticket: Reflecting on the Text-Based Discussion (SL.5.1) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 11 Preparing for a Text-Based Discussion: Evidence of Threats</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can quote accurately from the text to make connections between <i>Esperanza Rising</i> and 	<ul style="list-style-type: none"> Preparing for a Text-Based Discussion note-catcher (RL.5.1, RI.5.1, W.5.9a, 	<ul style="list-style-type: none"> Red Light, Green Light

<p>to Human Rights in Chapters 4–6 of Esperanza Rising</p> <p>RL.5.1, RI.5.1, W.5.9a, SL.5.1a</p> <p>TN Standards 5.RL.KID.1, 5.RI.KID.1, 5.W.RBPK.9, 5.SL.CC.1</p>	<p>B. Engaging the Reader: “Las Cebollas” of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time A. Preparing for a Text-Based Discussion (25 minutes)</p> <p>3. Closing and Assessment A. Making Connections between <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life like Mine</i> (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>the UDHR. (RL.5.1, RI.5.1)</p> <ul style="list-style-type: none"> I can prepare for a text-based discussion about evidence of threats to human rights in <i>Esperanza Rising</i>. (RL.5.1, RI.5.1, W.5.9a, SL.5.1a) 	<p>SL.5.1a)</p>	
<p>Lesson 12</p> <p>End of Unit 1 Assessment: Text-Based Discussion – Threats to Human Rights in Esperanza Rising</p> <p>RL.5.1, RI.5.1, RL.5.5, RL.5.10, W.5.9a, SL.5.1b, SL.5.1c</p> <p>TN Standards 5.RL.KID.1, 5.RI.KID.1, 5.RL.CS.5, 5.RL.TTC.10, 5.W.RBPK.9, 5.SL.CC.1</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment: Text-Based Discussion (40 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can quote accurately from the text to make connections between <i>Esperanza Rising</i> and the UDHR. (RL.5.1, RI.5.1) I can follow discussion norms to have an effective text-based discussion. (RL.5.1, RL.5.5, RL.5.10, RI.5.1, W.5.9a, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Text-Based Discussion (RL.5.1, RL.5.5, RL.5.10, RI.5.1, W.5.9a, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c) Tracking Progress: Collaborative Discussion (SL.5.1) 	



Fifth Grade Module 1: Writing to Inform: Threats to Human Rights in Esperanza Rising Unit 2: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Effective Learners

In this unit, students continue to read *Esperanza Rising* by Pam Muñoz Ryan to make connections to the Universal Declaration of Human Rights. They also compare and contrast characters' reactions to situations and events in which their human rights have been threatened and interpret metaphors woven throughout the story to determine how they convey themes. For the mid-unit assessment, students independently interpret a metaphor that is woven throughout the novel and determine a theme that it conveys. They also analyze and compare the reactions of two characters to an event in *Esperanza Rising*.

In the second half of the unit, students choose an event in the novel to write a literary essay that compares and contrasts the reactions of two characters. Students begin by writing a two-voice poem with a partner to really get inside the minds of the characters during that event. They then follow the Painted Essay structure, writing their literary essay one part at a time after analyzing a model. For the end of unit assessment, students revise their literary essay for linking words and phrases, specifically those that signal contrast.

Mid Unit Assessment: [G5M1U2L10: Interpreting Metaphors and Analyzing Character Reactions](#)

This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9a, and L.5.5a. Students reread a section of *Esperanza Rising* and complete a chart analyzing the reactions of two characters to the same event. They then write a paragraph describing one of the characters' reactions, and answer selected response questions in order to show a deep understanding of characters and theme in this section of the text.

End of Unit Assessment: [G5M1U2L16: Revising a Literary Essay](#)

This assessment centers on CCSS ELA W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, L.5.2d, and L.5.6. Students revise the draft of their literary essays comparing and contrasting the reactions of two characters to an event or situation in *Esperanza Rising*, with a focus on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

Required Unit Trade book(s): *Esperanza Rising* and the Universal Declaration of Human Rights

Suggested Pacing: This unit is approximately **2.5 weeks or 16 sessions of instruction**.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>Analyzing Character Reactions: Esperanza Rising: “Las Cebollas”</p> <p>RL.5.1, RL.5.3, W.5.2, W.5.9, W.5.9a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.W.</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Recounting “Las Cebollas” (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing Character Reactions to the Camp in “Las Cebollas” (20 minutes)</p> <p>B. Analyzing a Model Paragraph to Generate Criteria (10 minutes)</p>	<ul style="list-style-type: none"> I can analyze the reactions of characters to the camp in “Las Cebollas.” (RL.5.1, RL.5.3) I can write a paragraph about a character’s reaction to the camp in “Las Cebollas.” (RL.5.1, RL.5.3, W.5.2, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Character Reaction Note-catcher: “Las Cebollas” (RL.5.1, RL.5.3) Character Reaction Paragraph: Esperanza (RL.5.1, RL.5.3, W.5.2, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Thumb-O-Meter

	<p>C. Group Writing: Esperanza's Reaction to the Camp (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Connecting Esperanza Rising, the UDHR, and the Present: A Life Like Mine (10 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 2</p> <p>Metaphors in Esperanza Rising: "Las Almendras"</p> <p>RL.5.1, RL.5.5, L.5.5a</p> <p>TN Standards 5.RL.KID.1, 5.RL.CS.5, 5.FL.VA.7b</p>	<p>Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>2. Engaging the Reader: "Las Almendras" of Esperanza Rising (20 minutes)</p> <p>3. Work Time</p> <p>A. Making Connections between the UDHR and "Las Almendras" (10 minutes)</p> <p>B. Interpreting Metaphors in "Las Almendras" (20 minutes)</p> <p>4. Closing and Assessment</p> <p>A. Whole Group Share (5 minutes)</p> <p>5. Homework</p> <p>A. Complete <i>Esperanza Rising</i>: Questions about "Las Almendras" in your Unit 2 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can describe how pages 121–138 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can interpret metaphors in "Las Almendras." (RL.5.1, L.5.5a) 	<ul style="list-style-type: none"> Connections between <i>Esperanza Rising</i> and articles of the UDHR on sticky notes Metaphor Questions: "Las Almendras" (RL.5.1, L.5.5a) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 3</p> <p>Analyzing Character Reactions: Esperanza Rising: "Las Ciruelas"</p> <p>RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.W.TTP.2,</p>	<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Engaging the Reader: "Las Ciruelas" of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time</p> <p>A. Making Connections between the UDHR and "Las Ciruelas" (10</p>	<ul style="list-style-type: none"> I can describe how pages 139–157 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.3) I can analyze and write a paragraph about the reactions of characters to Mama's sickness in "Las Ciruelas." 	<ul style="list-style-type: none"> Character Reaction Note-catcher: "Las Ciruelas" (RL.5.1, RL.5.3) Character Reaction Paragraph: Hortensia (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Red Light, Green Light

<p>5.W.PDW.4, 5.W.RBPK.9</p>	<p>minutes) B. Analyzing Character Reactions to Mama’s Sickness in “Las Ciruelas” (20 minutes) 3. Closing and Assessment A. Group Writing: Hortensia’s Reaction to Mama’s Sickness (5 minutes) 4. Homework A. Write a character reaction paragraph for either Mama or Esperanza using your Character Reaction Note-catcher: “Las Ciruelas.” B. Complete: <i>Esperanza Rising</i>: Questions about “Las Ciruelas” in your Unit 2 Homework. C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>(RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a)</p>		
<p>Lesson 4 Metaphors in Esperanza Rising: “Las Papas” RL.5.1, RL.5.2, RL.5.5, L.5.5a <u>TN Standards</u> 5.RL.KID.1, 5.RL.KID.2, 5.RL.CS.5, 5.FL.CA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Las Papas” of <i>Esperanza Rising</i> (20 minutes) 2. Work Time A. Making Connections between the UDHR and “Las Papas” (10 minutes) B. Interpreting Metaphors in “Las Papas” (20 minutes) 3. Closing and Assessment A. Whole Group Share (5 minutes) 4. Homework A. Complete <i>Esperanza Rising</i>: Questions about “Las Papas” in your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can describe how pages 158–178 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) • I can interpret metaphors in “Las Papas.” (RL.5.1, RL.5.2, L.5.5a) • I can identify themes in <i>Esperanza Rising</i>. (RL.5.1, RL.5.2) 	<ul style="list-style-type: none"> • Connections between <i>Esperanza Rising</i> and articles of the UDHR on sticky notes • Metaphors Note-catcher: Abuelita’s Blanket (RL.5.1, RL.5.2, L.5.5a) 	
<p>Lesson 5</p>	<p>1. Opening</p>	<ul style="list-style-type: none"> • I can describe how pages 179– 	<ul style="list-style-type: none"> • Making Connections 	<ul style="list-style-type: none"> • Thumb-O-Meter

<p>Making Connections: “Los Aguacates” and Article 2 of the UDHR</p> <p>RL.5.1, RI.5.1, RL.5.5</p> <p>TN Standards 5.RL.KID.1, 5.RI.KID.1, 5.RL.CS.5</p>	<p>A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Los Aguacates” of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time A. Making Connections between the UDHR and “Los Aguacates” (10 minutes) B. Answering Questions about “Los Aguacates” (20 minutes)</p> <p>3. Closing and Assessment A. Connecting <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life Like Mine</i> (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>198 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5)</p> <ul style="list-style-type: none"> I can quote accurately from <i>Esperanza Rising</i> and the UDHR to answer questions about “Los Aguacates.” (RL.5.1, RI.5.1) 	<p>between “Los Aguacates” and the UDHR (RL.5.1, RI.5.1)</p>	
<p>Lesson 6</p> <p>Analyzing Character Reactions: Esperanza Rising: “Los Espárragos”</p> <p>RL.5.1, RL.5.3, RL.5.5, W.5.2, W.5.4, W.5.9, W.5.9a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.RL.CS.5, 5.W.TTP.2, 5.W.PDW.4, 5.W.RBPK.9</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Los Espárragos” of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time A. Making Connections between the UDHR and “Los Espárragos” (10 minutes) B. Analyzing Character Reactions to the Immigration Sweep in “Los Espárragos” (20 minutes)</p> <p>3. Closing and Assessment A. Group Writing: Marta’s Reaction to the Immigration Sweep (5 minutes)</p> <p>4. Homework A. Write a character reaction paragraph for either Esperanza or Josefina using your Character Reaction Note-catcher: “Los Espárragos.”</p>	<ul style="list-style-type: none"> I can describe how pages 199–213 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can analyze and write a paragraph about the reactions of characters to the strike in “Los Espárragos.” (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Character Reaction Note-catcher: “Los Espárragos” (RL.5.1, RL.5.3) Character Reaction Paragraph: Marta (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a) 	

	<p>B. Complete <i>Esperanza Rising</i>: Questions about “Los Espárragos” in your Unit 2 Homework. C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 7 Analyzing Character Reactions: Esperanza Rising: “Los Duraznos”</p> <p>RL.5.1, RL.5.3, RL.5.5, W.5.2, W.5.4, W.5.9, W.5.9a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.RL.CS.5, 5.W.TTP.2, 5.W.PDW.4, 5.W.RBPK.9</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Los Duraznos” of <i>Esperanza Rising</i> (20 minutes) 2. Work Time A. Making Connections between the UDHR and “Los Duraznos” (10 minutes) B. Analyzing Character Reactions to Miguel Losing His Job in “Los Duraznos” (20 minutes) 3. Closing and Assessment A. Group Writing: Miguel’s Reaction to Losing His Job (5 minutes) 4. Homework A. Complete <i>Esperanza Rising</i>: Questions about “Los Duraznos” in your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can describe how pages 214–233 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can analyze and write a paragraph about the reactions of characters to the strike in “Los Duraznos.” (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Character Reaction Note-catcher: “Los Duraznos” (RL.5.1, RL.5.3) Character Reaction Paragraph: Miguel (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 8 Writing a Character Reaction Paragraph: Esperanza Rising: “Los Duraznos”</p> <p>RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.9, W.5.9a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.W.TTP.2, 5.W.PDW.5, 5.W.RBPK.9</p>	<p>1. Opening A. Engaging the Reader: Recounting “Los Duraznos” (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Esperanza’s Reaction to Miguel Losing His Job (25 minutes) B. Peer Critique: Character Reaction Paragraph (20 minutes)</p>	<ul style="list-style-type: none"> I can write a paragraph about Esperanza’s reaction to Miguel losing his job in “Los Duraznos.” (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.9, W.5.9a) I can critique my partner’s character reaction paragraph and provide kind, helpful, and specific feedback. (W.5.2, W.5.5) 	<ul style="list-style-type: none"> Character Reaction Paragraph: Esperanza (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.9, W.5.9a) 	<ul style="list-style-type: none"> Thumb-O-Meter Peer Critique

	<p>3. Closing and Assessment A. Connecting “Los Durzanos” to Article 2 of the UDHR (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 9 Metaphors in Esperanza Rising: “Las Uvas”</p> <p>RL.5.1, RL.5.2, RL.5.5, L.5.5a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.2, 5.RL.CS.5, 5.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: “Las Uvas” of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time A. Interpreting Metaphors in “Las Uvas” (30 minutes)</p> <p>3. Closing and Assessment A. Whole Group Share (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can describe how pages 234–253 of <i>Esperanza Rising</i> contribute to the overall structure of the story. (RL.5.1, RL.5.5) I can interpret metaphors in “Las Uvas.” (RL.5.1, L.5.5a) I can identify themes in <i>Esperanza Rising</i>. (RL.5.1, RL.5.2) 	<ul style="list-style-type: none"> Connections between <i>Esperanza Rising</i> and articles of the UDHR on sticky notes Metaphors Note-catcher: The River (RL.5.1, L.5.5a) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 10 Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions</p> <p>RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9, W.5.9a, L.5.5, L.5.5a</p> <p>TN Standards 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3, 5.RL.RRTC.10, 5.W.RBPK.9, 5.FL.VA.7b</p>	<p>1. Opening A. Returning End of Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions (35 minutes)</p> <p>3. Closing and Assessment A. Making Connections between <i>Esperanza Rising</i> and the Author’s Note (20 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can interpret metaphors in <i>Esperanza Rising</i>. (RL.5.1, L.5.5a) I can identify themes in <i>Esperanza Rising</i>. (RL.5.1, RL.5.2) I can analyze the reactions of characters to Isabel not being Queen of the May in <i>Esperanza Rising</i>. (RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9, W.5.9a, L.5.5, L.5.5a) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions (RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9, W.5.9a, L.5.5, L.5.5a) 	

<p>Lesson 11 Character Reactions in Esperanza Rising: Writing a Two-Voice Poem</p> <p>RL.5.3, W.5.3, W.5.4, W.5.9a</p> <p>TN Standards 5.RL.KID.3, 5.W.TTP.3, 5.W.PDW.4, 5.W.RBPK.9</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Two-Voice Poem (15 minutes) B. Writing a Two-Voice Poem (35 minutes)</p> <p>3. Closing and Assessment A. Small Group Poetry Share (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a two-voice poem showing the reactions of two characters to an event/situation in <i>Esperanza Rising</i>. (RL.5.3, W.5.3, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Partner two-voice poem (RL.5.3, W.5.3, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 12 Writing a Literary Essay: Analyzing a Model</p> <p>W.5.2, W.5.5</p> <p>TN Standards 5.W.TTP.2, 5.W.PDW.5</p>	<p>1. Opening A. Engaging the Reader: Model Literary Essay (10 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Analyzing a Model: The Painted Essay (30 minutes)</p> <p>3. Closing and Assessment A. Research Reading Share (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete Language Dive 1 Practice in your Unit 2 Homework.</p>	<ul style="list-style-type: none"> I can use the Painted Essay structure to analyze a model. (W.5.2, W.5.5) 	<ul style="list-style-type: none"> Painted Essay® template 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 13 Writing a Literary Essay: Introduction</p> <p>W.5.2a, W.5.4, W.5.9a</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes) B. Reviewing Learning Targets (10 minutes)</p>	<ul style="list-style-type: none"> I can plan and write an introductory paragraph for my essay. (W.5.2a, W.5.4, W.5.9a) I can recognize and write a complete sentence. (L.5.1) 	<ul style="list-style-type: none"> Introduction to literary essay (W.5.2a, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Thumb-O-Meter

<p>TN Standards 5.W.TTP.2, 5.W.PDW.4, 5.W.RBPK.9</p>	<p>2. Work Time A. Mini Lesson: Producing Complete Sentences (5 minutes) B. Independent Writing: Writing an Introduction (25 minutes) 3. Closing and Assessment A. Small Group Poetry Share (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 14 Writing a Literary Essay: Proof Paragraphs RL.5.1, RL.5.3, W.5.2a, W.5.2b, W.5.4, W.5.9a TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.W.TTP.2, 5.W.PDW.4, 5.W.RBPK.9</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of the Proof Paragraphs (15 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Independent Writing: Writing Proof Paragraphs 1 and 2 (30 minutes) 3. Closing and Assessment A. Small Group Poetry Share (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write Proof Paragraphs 1 and 2 of my essay. (RL.5.1, RL.5.3, W.5.2a, W.5.2b, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Proof Paragraphs 1 and 2 of literary essay (RL.5.1, RL.5.3, W.5.2a, W.5.2b, W.5.4, W.5.9a) Proof Paragraph Writing template (RL.5.1, RL.5.3, W.5.2a, W.5.2b, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 15 Writing a Literary Essay: Conclusion RL.5.1, RL.5.3, W.5.2a, W.5.2e, W.5.4, W.5.9a TN Standards 5.RL.KID.1, 5.RL.KID.3, 5.W.TTP.2, 5.W.PDW.4, 5.W.RBPK.9</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of a Conclusion Paragraph (10 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Independent Writing: Writing a Conclusion Paragraph (30 minutes) 3. Closing and Assessment A. Research Reading Share (15</p>	<ul style="list-style-type: none"> I can write the conclusion of my essay. (RL.5.1, RL.5.3, W.5.2a, W.5.2e, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Character Reaction Reflections note-catcher (W.5.2e) Conclusion of partner literary essay (RL.5.1, RL.5.3, W.5.2a, W.5.2e, W.5.4, W.5.9a) 	<ul style="list-style-type: none"> Thumb-O-Meter

	<p>minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 16 End of Unit 2 Assessment: Revising a Literary Essay W.5.2, W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6 <u>TN Standards</u> 5.W.TTP.2, 5.W.PDW.5, 5.W.PDW.6, 5.W.RW.10, 5.FL.SC.6, 5.FL.VA.7c</p>	<p>1. Opening A. Returning Mid-Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Linking Words and Phrases (20 minutes) B. Peer Critique: Linking Words and Phrases (15 minutes) 3. Closing and Assessment A. End of Unit 2 Assessment: Revising a Literary Essay (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can critique my partner's essay and provide kind, helpful, and specific feedback. (W.5.2, W.5.5) • I can revise my literary essay based on peer feedback. (W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Revising a Literary Essay (W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) 	<ul style="list-style-type: none"> • Peer Critique • Thumb-O-Meter



Fourth Grade Module 1: Using Writing to Raise Awareness: Human Rights Unit 3: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Contribute to a Better World

This unit is designed to bring together students' knowledge about human rights and students' work with *Esperanza Rising* in preparation for the performance task. In the first half of the unit, students work in groups to select an event in which human rights are threatened, and each group member chooses a character from *Esperanza Rising* involved in the event. Group members each plan an original monologue based on this event, from their character's perspective—which, when put together, show multiple perspectives of the same event. Students then draft their monologue as part of the mid-unit assessment.

In the second half of the unit, students first focus on revising their monologues for use of the perfect verb tenses and task, purpose, and audience. They then shift gears to research and write a Directors' Note to be included in their group's program. The note explains the human right threatened by the event described in their monologues, connects the event to an article from the Universal Declaration of Human Rights, and explains how the issue affects people today. For the end of unit assessment, students answer selected-response questions about perfect verb tenses, revise their Directors' Note for task, purpose, and audience, and for the use of verbs in the perfect tense, and they also read aloud an excerpt from *Esperanza Rising* for fluency. For the performance task, they publish their programs and present their monologues to an audience.

Mid Unit Assessment: [G5M1U3L5: Narrative Monologue: Describing an Event from *Esperanza Rising*](#)

This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3b, W.5.3e, W.5.4, and W.5.10. Students use their Monologue Planning Graphic Organizer: *Esperanza Rising* to draft a monologue from the point of view of a character in the story whose human rights have been threatened. Students demonstrate the ability to introduce a character, use description to show the response of the character to an event from the novel, and provide a sense of closure in narrative writing.

End of Unit Assessment: [G5M1U3L11: Revising Writing and Reading Fluency](#)

This assessment centers on CCSS ELA W.5.4, W.5.5, L.5.1b, RF.5.3, and RF.5.4 and has three parts. In Part I, students answer selected and short response questions about the perfect verb tense. In Part II, students apply what they have learned about revising to the Directors' Note they have written, with a focus on task, purpose, audience, and verb tense. In Part III, students read a section of *Esperanza Rising* aloud and are assessed on accuracy, appropriate rate, and expression. Then students orally summarize what they have read to assess understanding of the text.

Performance Task: [G5M1U3L8: Monologue Performance and Program](#)

This performance task gives students a chance to work in small groups to compile their monologues and create a program. Throughout Unit 3, students work with careful scaffolding to write and revise a monologue based on a character's reaction to an event from *Esperanza Rising*. For the performance task, students work in groups to finalize the order of their monologues and create a program that includes the order of their monologues, the cast, and a Directors' Note. In the Directors' Note, students write about the human right challenged by the event described in their monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today. Finally, students perform their monologues for a live audience. **This task centers on CCSS ELA RF.5.4, W.5.4, W.5.5, and W.5.8.**

Required Unit Trade book(s): *A Life Like Mine: How Children Live Around the World* and *Esperanza Rising*

Suggested Pacing: This unit is approximately **2.5 weeks or 13 sessions of instruction.**

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>Preparing to Write: Determining Characteristics of the Format</p> <p>W.5.3, W.5.4, SL.5.1</p> <p>TN Standards 5.W.TTP.3, 5.W.PDW.4, 5.SL.CC.1</p>	<p>1. Opening A. Reviewing the Performance Task and Learning Targets (15 minutes)</p> <p>2. Work Time A. Generating Group Norms (15 minutes) B. Reading Aloud and Finding the Gist: Miguel's Monologue (10 minutes) C. Understanding the Format: Monologues (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can generate norms for effective collaboration with my monologue group. (SL.5.1) I can determine the characteristics of a monologue by analyzing an example. (W.5.3, W.5.4, SL.5.1) 	<ul style="list-style-type: none"> Gist of Miguel's Monologue on sticky notes (RL.5.4, L.5.4) Participation in analyzing model monologues (W.5.3, W.5.4, SL.5.1) 	
<p>Lesson 2</p> <p>Writing Narrative Texts: Planning the Beginning of a Monologue</p> <p>W.5.3a, W.5.4, W.5.5, L.5.1b</p> <p>TN Standards 5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5, 5.FL.SC.6</p>	<p>1. Opening A. Engaging the Writer: Selecting an Event from <i>Esperanza Rising</i> (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Forming and Using the Perfect Verb Tenses (15 minutes) B. Analyzing a Model (10 minutes) C. Guided Practice: Planning the Beginning of a Monologue (15 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can form verbs in the perfect verb tenses. (L.5.1b) I can plan the beginning of a monologue that establishes the situation and introduces the characters. (W.5.3a, W.5.4, W.5.5) 	<ul style="list-style-type: none"> Beginning box of Monologue Planning graphic organizer: <i>Esperanza Rising</i> (W.5.3a, W.5.4, W.5.5) Exit Ticket: Forming the Perfect Verb Tenses (L.5.1b) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>B. For ELLs: Complete the Language Dive Practice Part I in your Unit 3 Homework.</p>			
<p>Lesson 3 Writing Narrative Texts: Planning the Middle of a Monologue W.5.3a, W.5.3b, W.5.4, W.5.5 TN Standards 5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5</p>	<p>1. Opening A. Engaging the Writer: Rereading an Event (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive, Part II: Miguel's Monologue (15 minutes) B. Analyzing a Model (10 minutes) C. Guided Practice: Planning the Middle of a Monologue (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete Language Dive Part II practice in your Unit 3 Homework.</p>	<ul style="list-style-type: none"> I can identify the characteristics of the middle of a monologue. (W.5.3a, W.5.3b, W.5.4) I can plan the middle of a monologue that explains how the narrator responds to the event or situation. (W.5.3a, W.5.3b, W.5.4, W.5.5) 	<ul style="list-style-type: none"> Middle box of Monologue Planning graphic organizer: <i>Esperanza Rising</i> (W.5.3a, W.5.3b, W.5.4, W.5.5) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 4 Writing Narrative Texts: Planning the Ending of a Monologue W.5.3, W.5.3e, W.5.4, W.5.5 TN Standards 5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5</p>	<p>1. Opening A. Engaging the Writer: Recounting the Beginning, Middle, and End of an Event (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (10 minutes) B. Guided Practice: Planning the Ending of a Monologue (15 minutes) C. Peer Critique: Using Details and Description (15 minutes) 3. Closing and Assessment A. Annotating Plans for Revision (5 minutes) 4. Homework A. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can plan the ending of a monologue that provides a satisfying conclusion. (W.5.3e, W.5.4, W.5.5) I can provide a peer with kind, helpful, and specific feedback on his or her Monologue Planning Graphic Organizer: <i>Esperanza Rising</i>. (W.5.3, W.5.5) 	<ul style="list-style-type: none"> Ending box of Monologue Planning Graphic Organizer: <i>Esperanza Rising</i> (W.5.3e, W.5.4, W.5.5) Revision notes (W.5.3, W.5.5) 	<ul style="list-style-type: none"> Red Light, Green Light Peer Critique

	Select a prompt and respond in the front of your independent reading journal.			
<p>Lesson 5</p> <p>Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event</p> <p>W.5.3, W.5.4, W.5.10</p> <p>TN Standards 5.W.TTP.3, 5.W.PDW.4, 5.W.RW.10</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Revising Monologue Plan (10 minutes) B. Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from <i>Esperanza Rising</i> (20 minutes) C. Research Reading Share (10 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can draft a monologue that establishes the situation and introduces the characters, explains how the narrator responds to the event or situation, and provides a sense of closure. (W.5.3, W.5.4, W.5.10) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from <i>Esperanza Rising</i> (W.5.3, W.5.4, W.5.10) Tracking Progress: Narrative Writing (W.5.3) 	
<p>Lesson 6</p> <p>Writing Narrative Texts: Revising to Convey Experiences Precisely</p> <p>W.5.3d, W.5.5, L.5.1b</p> <p>TN Standards 5.W.TTP.3, 5.W.PDW.5, 5.FL.SC.6</p>	<p>1. Opening A. Engaging the Writer: Drawing an Event (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Forming and Using the Perfect Verb Tenses (15 minutes) B. Analyzing a Model (10 minutes) C. Guided Practice: Revising a Monologue (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can form and use verbs in the perfect verb tenses. (L.5.1b) I can revise my monologue to precisely convey experiences and for the perfect verb tenses. (W.5.3d, W.5.5, L.5.1b) 	<ul style="list-style-type: none"> Revised Monologue draft (W.5.3d, W.5.5) 	<ul style="list-style-type: none"> Red Light, Green Light
Lesson 7	1. Opening	<ul style="list-style-type: none"> I can provide a peer with kind, 	<ul style="list-style-type: none"> Revised monologue draft 	<ul style="list-style-type: none"> Red Light, Green Light

<p>Writing Narrative Texts: Revising for Narrative Voice</p> <p>W.5.3, W.5.4, W.5.5</p> <p><u>TN Standards</u> 5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5</p>	<p>A. Engaging the Writer: How Do a Series of Monologues Fit Together? (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing a Model (10 minutes) B. Peer Critique: Narrative Voice (15 minutes) C. Independent Practice: Revising a Monologue (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>helpful, and specific feedback on his or her monologue draft. (W.5.3, W.5.4, W.5.5)</p> <ul style="list-style-type: none"> I can revise my monologue to use a narrative voice that is appropriate to the story I'm telling and engages the audience. (W.5.3, W.5.4, W.5.5) 	<p>(W.5.3, W.5.4, W.5.5)</p>	<ul style="list-style-type: none"> Peer Critique
<p>Lesson 8</p> <p>Performance Task: Determining Characteristics of the Format of a Program</p> <p>W.5.2, W.5.4, W.5.5, W.5.8, RF.5.4</p> <p><u>TN Standards</u> 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.FL.F.5</p>	<p>1. Opening A. Engaging the Reader and Reviewing Learning Targets (15 minutes)</p> <p>2. Work Time A. Determining Characteristics of a Directors' Note (20 minutes) B. Monologue Group Work: Rereading to Gather Evidence (15 minutes)</p> <p>3. Closing and Assessment A. Generating Reading Fluency Criteria (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the characteristics of a Directors' Note by analyzing an example. (W.5.2, W.5.4) I can gather information about the human right threatened in my monologue group's event from <i>Esperanza Rising</i>. (W.5.2, W.5.4, W.5.5, W.5.8) I can analyze someone reading aloud effectively to generate criteria for reading fluency. (RF.5.4) 	<ul style="list-style-type: none"> Gist of model Directors' Note on sticky notes (RI.5.4, L.5.4) Directors' Note Research note-catcher (W.5.2, W.5.4, W.5.5, W.5.8) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 9</p> <p>Performance Task: Gathering Evidence</p> <p>W.5.2, W.5.4, W.5.5, W.5.8, RF.5.4</p>	<p>1. Opening A. Engaging the Reader: <i>A Life like Mine</i> (10 minutes) B. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can gather evidence about the human right threatened in my monologue group's event from <i>Esperanza Rising</i>. (W.5.2, W.5.4, W.5.5, W.5.8) 	<ul style="list-style-type: none"> Directors' Note Research note-catcher (W.5.2, W.5.4, W.5.5, W.5.8) 	<ul style="list-style-type: none"> Thumb-O-Meter Peer Critique

<p>TN Standards 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.FL.F.5</p>	<p>2. Work Time A. Monologue Group Work: Reading for Gist and Unfamiliar Vocabulary (10 minutes) B. Monologue Group Work: Rereading to Gather Evidence (20 minutes) 3. Closing and Assessment A. Reading Fluency Practice: Peer Critique (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can fluently read my monologue aloud. (RF.5.4) 		
<p>Lesson 10 Performance Task: Drafting the Directors' Note W.5.2, W.5.4, W.5.5, W.5.8, RF.5.4 TN Standards 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.FL.F.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Monologue Group Work: Drafting the Directors' Note (25 minutes) B. Research Reading Share (15 minutes) 3. Closing and Assessment A. Reading Fluency Practice: Peer Critique (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can draft an informational text explaining the human right threatened in my monologue group's event from <i>Esperanza Rising</i> and how people are impacted by this issue today. (W.5.2, W.5.4, W.5.5, W.5.8) I can fluently read my monologue aloud. (RF.5.4) 	<ul style="list-style-type: none"> Directors' Note draft (W.5.2, W.5.4, W.5.5, W.5.8) 	<ul style="list-style-type: none"> Red Light, Green Light Peer Critique
<p>Lesson 11 End of Unit 3 Assessment: Revising Writing W.5.4, W.5.5, L.5.1b, RF.5.4 TN Standards 5.W.PDW.4, 5.W.PDW.5, 5.FL.VA.7b, 5.FL.F.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 3 Assessment, Parts I and III: Forming and Using the Perfect Verb Tenses and Reading Fluency (20 minutes) B. End of Unit 3 Assessment, Parts II and III: Revising Writing and Reading Fluency (25 minutes)</p>	<ul style="list-style-type: none"> I can form and use verbs in the perfect verb tenses. (L.5.1b) I can revise my Directors' Note so it is appropriate for the task, purpose, and audience and for the perfect verb tenses. (W.5.4, W.5.5, L.5.1b) I can read an excerpt from <i>Esperanza Rising</i> aloud fluently. (RF.5.4) 	<ul style="list-style-type: none"> End of Unit 3 Assessment (W.5.4, W.5.5, L.5.1b, RF.5.3, RF.5.4) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 12 Performance Task: Monologue Program</p> <p>W.5.4, W.5.5, W.5.6, RF.5.4</p> <p>TN Standards 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.FL.F.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Monologue Group Work and End of Unit 3 Assessment, Part III: Reading Fluency (40 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can publish my monologue group's program. (W.5.4, W.5.5, W.5.6) I can read an excerpt from <i>Esperanza Rising</i> aloud fluently. (RF.5.4) 	<ul style="list-style-type: none"> Monologue group's program (final copy) (W.5.4, W.5.5, W.5.6) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 13 Performance Task: Monologue Performance</p> <p>RF.5.4</p> <p>TN Standards 5.FL.F.5</p>	<p>Opening A. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Monologue Performances (50 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. N/A</p>	<ul style="list-style-type: none"> I can read my monologue aloud fluently. (RF.5.4) 	<ul style="list-style-type: none"> Monologue performance (RF.5.4) 	

*To access this module and other Fifth Grade modules access the following web address- <http://curriculum.eleducation.org/curriculum/ela/grade-5/>