Fifth Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2

Introduction

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

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must 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).

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.

How to Use the Curriculum Maps

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 *guide,* not a *script*, and teacher should work to become experts in teaching and customizing the curriculum to meet the needs of their students.

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. 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.

- For meaning-based lessons, it is critical that teachers not only prepare to deliver *lessons,* but also prepare to teach full *units* and/or *modules.* 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 *Journeys* 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 *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

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Guidance for the ELA Block

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. At a high-level, we recommend that SCS 3rd-5th grade students engage in the following types of practice daily:

- **Working with High-Quality Texts (60 minutes daily EL lessons)** – 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 (30-60 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

These recommendations align to the TDOE recommendations for Tier I ELA instruction. In 3rd – 5th grade, students should receive **120 to 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily instruction should include an EL module lesson (60 minutes) and Foundational Literacy instruction (30-60 minutes).

Guidance for Meaning-Based Instruction: Structure of an EL Module

Across all K-5 classrooms, students experience four modules over the course of a school year. In grades 3-5, each module has a consistent structure of three units, each of which includes two formal assessments – a mid-unit assessment and an end-of unit assessment. Each unit progresses in a standard sequence. Unit 1, students read, discuss, and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.
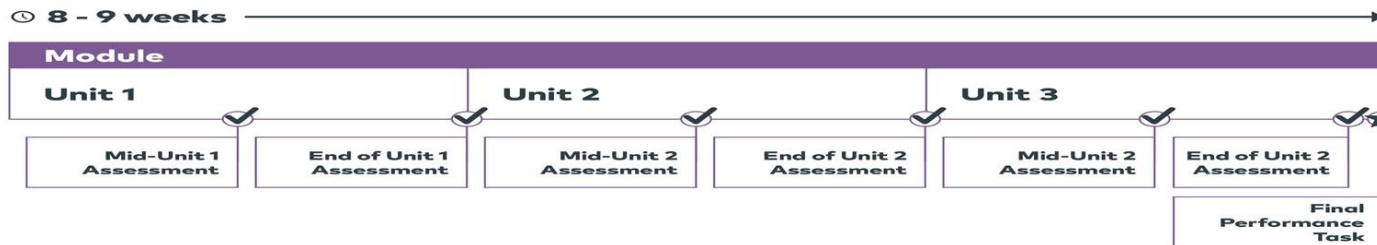
3 Dimensions of Student Work: Principles that underlie the curriculum

➤ **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.
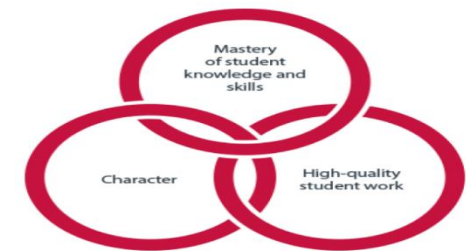
These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and practiced.

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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	*Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.*	*Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.*	*Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.*	*Organize details that support the main idea of informational text told in expanded oral discourse with visual support.*	*Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.*
Reading	*Sequence a series of pictures to retell key details of informational text with a partner.*	*Locate key details within illustrated informational text with a partner.*	*Sequence key details written in simple sentences on sentence strips with a peer.*	*Organize main topics and key details from informational text in a graphic organizer with a small group.*	*Draw conclusions about key details written in complex language using a graphic organizer.*
Speaking	*Name key details (words) in familiar informational text using illustrations when repeating after a peer.*	*Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.*	*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.*	*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.*	*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.*
Writing	*Draw and label (with words) illustrations that represent key details of informational text with modeled support.*	*Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.*	*Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.*	*Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.*	*Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.*

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

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZlShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDl/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf	This article provides information regarding how close reads can support students' reading ability.
Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348	In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.
Close Reading Case Study: Grade 3 file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf	Teachers can access a case study that features 3rd grade inclusion class engaging in a close reading whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.

Grappling with Complex Informational Text https://vimeo.com/54007714	In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.
Taking the Conversation Deeper: Read Alouds **https://www.youtube.com/watch?v=B76uqrhHVJs**	In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.

Student Engagement: EL Protocols

EL Protocols: **https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing**	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.
Classroom Protocols in Action: Science Talk **https://vimeo.com/169909161**	This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.

Social Emotional Learning (SEL) in EL

EL Character Framework **https://characterframework.eleducation.org/**	Central to EL Education curriculum is a focus on "habits of character" and **social-emotional learning**. This website highlights what EL means by character and how EL Education's curriculum promotes habits of character.
Edutopia: Social Emotional Learning **https://www.edutopia.org/social-emotional-learning**	This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.
Social Emotional Learning: FAQ **https://casel.org/faqs/**	Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.
Aspen Institute: National Commission on Social, Emotional, and Academic Development **https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/**	Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.

Additional Resources

The moDEL Detroit Project: **https://www.detroitk12.org/Page/9721**	The moDEL Detroit Project provides both planning and delivery resources to teachers who are implementing the EL Education curriculum. **This includes PowerPoints for every lesson in grades K-8.** These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson's priorities identified for their students. *Please note, once downloaded, the PowerPoints can be revised to meet your needs.*
SCS English Language Learners: Grade 5 **https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EhP0h-3hf0NArZlqQnNwqqkBlpd9p8QUk2BlgwseUr8mLw?e=TLTEHm**	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207. (Please copy and paste the link into your browser.)

Module Overview: Fifth Grade Module 2: Researching to Build Knowledge and Teach Others: Biodiversity in the Rainforest
In this module, students read to build knowledge about the rainforest and analyze the author's craft in narrative writing to build proficiency in writing first person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest and rainforest deforestation to understand why scientists, like Meg Lowman, study the rainforest. Students closely read excerpts of *The Most Beautiful Roof in the World* by Kathryn Lasky and other texts to identify text structure and practice summarizing the text. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest and the challenges associated with being an ethical consumer. They then participate in a collaborative discussion at the end of the unit. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader to understand what it is like in the rainforest by analyzing author's use of figurative, concrete, and sensory language. With a deeper understanding of author's craft, in Unit 3 students write first person narratives, building out a scenario from *The Most Beautiful Roof in the World* using concrete and sensory language to describe the rainforest as though they were actually there. For their performance task, students work in pairs to create an ebook containing a front cover, contents page, introduction, and narratives, with pictures selected or created to contribute to the narratives. This task centers on CCSS ELA **W.5.3, W.5.4,** and **W.5.6.**

Guiding Questions and Big Ideas

Why do scientists study the rainforest?
- *Scientists study the rainforest because it is home to diverse life and to determine the impact of deforestation on biodiversity.*

How do authors engage readers in narratives?
- *Narrative authors engage readers by researching what they are writing about to describe it accurately and precisely through concrete and sensory language.*

Task should align to
- Topic
- Targets
- Texts

The 4 T's	
Topic Biodiversity in the rainforest	**Task** Rainforest Adventures ebook
Targets CCSS explicitly taught and assessed): **W.5.3, W.5.4, W.5.6**	**Texts** *The Most Beautiful Roof in the World,* "Bite at Night" written by EL Education for instructional purposes

Fifth Grade Module 2: Unit1: Building Background Knowledge: Why Scientists Study the Rainforest

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People
Central to EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners—developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students work to **contribute to a better world**, putting their learning to use to improve communities (e.g., citizenship, service). Throughout Unit 1, students practice using strengths to help others grow, as they provide peer feedback, and taking care of shared spaces and applying learning to help the school, the community, and the environment, as they research things they can do to help the rainforest. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Reading and Analyzing Informational Texts

This assessment centers on CCSS ELA RI.5.2, RI.5.5, and RI.5.10. Students apply what they have learned about the structure of informational texts to read, summarize, and compare two new texts. After reading passages about the destruction of the rainforest, written in two different text structures, students create an appropriate graphic organizer, record the main ideas and details of each text, and write a concise summary. Finally, they answer selected response questions comparing the structure of the two texts. Students may use the Text Structure Resource Page when identifying the structure of the texts and creating a graphic organizer.

End of Unit Assessment: Web Research and Text-Based Discussion

This assessment centers on CCSS ELA RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, and SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d. It has two parts. In Part I, students apply what they have learned about web research to use multiple print and digital sources to find answers to the question: "What can I do to help the rainforest?" Students fill out a note-catcher, which they then use in Part II, when they participate in a Science Talk to discuss the answer to the question they have researched.

Required Unit Trade book(s): *The Most Beautiful Roof in the World*: Exploring the Rainforest Canopy and *Seeds of Change: Planting a Path to Peace*

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

NOTE: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue** "**Lesson #**" to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 **Discovering Our Topic: The Rainforest** RI.5.1, RI.5.4, L.5.4 **TN Standards**	**1. Opening** A. Discovering Our Topic: Infer the Topic (20 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Introducing the Performance Task (5 minutes)	• I can infer the module topic and support my inferences with details and examples from the images and text. (**RI.5.1, SL.5.1b**) • I can find the gist of a narrative nonfiction text. (**RI.5.4, L.5.4**)	• Participation in Infer the Topic protocol (**RI.5.1, SL.5.1b**)	• Infer the Topic • Module Guiding Questions anchor chart • Rainforest Experiences anchor chart • Performance Task anchor chart

5.RI.KID.1, 5.RI.CS.4, 5.FL.VA.7a	B. Exploring the Text: *The Most Beautiful Roof in the World* (15 minutes) **3. Closing and Assessment** A. Launching Independent Reading (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 2 **Reading Informational Texts: Describing Text Structure** RI.5.2, RI.5.4, RI.5.5, L.5.4 **TN Standards** **5.RI.KID.2, 5.RI.CS.4, 5.RI.CS.5, 5.FL.VA.7a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Describing Text Structure: *The Most Beautiful Roof in the World*, Pages 9–10 (20 minutes) B. Analyzing a Model Summary (15 minutes) **3. Closing and Assessment** A. Reading for Gist: *The Most Beautiful Roof in the World*, Pages 11–26 (20 minutes) **4. Homework** A. Vocabulary. Follow the directions in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can describe the structure of a text. (**RI.5.5**) • I can analyze a summary and explain how it is effective. (**RI.5.2**)	• Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 graphic organizer (**RI.5.5**) • Participation in analysis of model summary (**RI.5.2**) • Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World*: "Out of the Shadow and into the Light" (**RI.5.4**, **L.5.4**)	• Comparing Text Structures anchor chart • **Working to Become Effective Learners anchor chart** • Close Readers Do These Things anchor chart • Criteria for an Effective Summary anchor chart
Lesson 3 **Close Read: Pages 11–12 of The Most Beautiful Roof in the World** RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4, L.5.4a, L.5.4b, L.5.4 **TN Standards** **5.RI.KID.1, 5.RI.KID.2, 5.RI.CS.4, 5.RI.CS.5, 5.FL.VA.7a i-ii**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Close Reading: *The Most Beautiful Roof in the World*, Pages 11–12 (20 minutes) B. Describing Text Structure: *The Most Beautiful Roof in the World*, Pages 11–12 (10 minutes) C. Reading for Gist: "Rainforests and	• I can make inferences about a text and cite evidence from the text to support my inferences. (**RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c**) • I can describe the structure of a text. (**RI.5.5**)	• Close Read: *The Most Beautiful Roof in the World*, Pages 11–12 note-catcher (**RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c**) • Descriptive Structure: *The Most Beautiful Roof in the World*, Pages 11–12 graphic organizer (**RI.5.5**) • Finding the Gist and Unfamiliar Vocabulary: "Rainforests and	• Close Readers Do These Things anchor chart • **Working to Become Effective Learners anchor chart** • Comparing Text Structures anchor chart

	Why They Are Important" (15 minutes) **3. Closing and Assessment** A. Interactive Word Wall (10 minutes) **4. Homework** A. Vocabulary. Follow the directions in your Unit 1 homework. B. For ELLs: Complete the Language Dive 1 Practice in your Unit 1 homework. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.		Why They Are Important" (**RI.5.4**, **L.5.4**)	
Lesson 4 **Reading Informational Texts: Summarizing a Text about the Rainforest** RI.5.2, RI.5.5, W.5.2 **TN Standards** **5.RI.KID.2**, **5.RI.CS.5**, **5.W.TTP.2**	**1. Opening** A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Guided Practice: Planning a Summary (25 minutes) B. Shared Writing: Writing a Summary (20 minutes) **3. Closing and Assessment** A. Debrief (5 minutes) **4. Homework** A. Summarize a new section or chapter from your independent reading book.	• I can describe the structure of an informational text. (**RI.5.5**) • I can summarize an informational text. (**RI.5.2**, **W.5.2**)	• Proposition and Support Structure: "Rainforests and Why They Are Important" graphic organizer (**RI.5.5**) • Class Summary: "Rainforests and Why They Are Important" (**RI.5.2**, **W.5.2**)	• Rank-Talk-Write • Criteria for an Effective Summary anchor chart • Close Readers Do These Things anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 5 **Reading Informational Texts: Comparing Texts about the Rainforest** RI.5.5, RI.5.7, W.5.7, W.5.8 **TN Standards** **5.RI.CS.5**, **5.RI.IKI.7**, **5.W.RBPK.7**, **5.W.RBPK.8**	**1. Opening** A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Comparing Informational Text Structures (20 minutes) B. Guided Practice: Rereading to Answer Research Questions (20 minutes) **3. Closing and Assessment** A. Interactive Word Wall (10 minutes) **4. Homework**	• I can compare the overall structure of two texts about the rainforest. (**RI.5.5**) • I can make inferences about a text and cite evidence from the text to support my inferences, locating answers quickly and efficiently. (**RI.5.7**, **W.5.7**, **W.5.8**)	• Comparing Text Structures I graphic organizer (**RI.5.5**) • Research: "Rainforests and Why They Are Important" note-catcher (**RI.5.7**, **W.5.7**, **W.5.8**)	• Rainforest Experiences anchor chart • Comparing Text Structures anchor chart

	A. Vocabulary. Follow the directions in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 6 **Close Read: Pages 17–20 of The Most Beautiful Roof in the World** RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4 **TN Standards** **5.RI.KID.1, 5.RI.KID.2, 5.RI.CS.4, 5.RI.CS.5, 5.FL.VA.7a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Close Reading: *The Most Beautiful Roof in the World*, Pages 17–20 (40 minutes) B. Describing Text Structure: *The Most Beautiful Roof in the World*, Pages 17–20 (10 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes) **4. Homework** A. Summarize a new section or chapter of your independent reading book. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal. C. For ELLs: Complete the Language Dive 2 Practice in your Unit 1 homework.	• I can make inferences about a text and cite evidence from the text to support my inferences. (**RI.5.1**, **RI.5.2**, **RI.5.4**, **RI.5.5**, **L.5.4**) • I can describe the structure of a text. (**RI.5.5**)	• Close Read: *The Most Beautiful Roof in the World*, Pages 17–20 note-catcher (**RI.5.1**, **RI.5.2**, **RI.5.4**, **RI.5.5**, **L.5.4**) • Chronological Structure: *The Most Beautiful Roof in the World*, Pages 17–20 graphic organizer (**RI.5.5**) • Exit Ticket: Comparing Text Structures (**RI.5.5**)	• Close Readers Do These Things anchor chart • Comparing Text Structures anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 7 **Reading Informational Texts: Summarizing a Website about the Rainforest** RI.5.2, RI.5.4, RI.5.5, L.5.4 **TN Standards** **5.RI.KID.2, 5.RI.CS.4, 5.RI.CS.5, 5.FL.VA.7a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Reading for Gist: "Effects of Studying Rainforests" (15 minutes) B. Guided Practice: Planning a Summary (15 minutes) C. Independent Practice: Writing a Summary (15 minutes) **3. Closing and Assessment** A. Comparing Informational Text Structures (10 minutes)	• I can summarize an informational text. (**RI.5.2**) • I can compare the overall structure of two texts about the rainforest. (**RI.5.5**)	• Find the Gist and Unfamiliar Vocabulary: "Effects of Studying Rainforests" (**RI.5.4**, **L.5.4**) • Cause and Effect Structure: "Effects of Studying Rainforests" graphic organizer (**RI.5.5**) • Summary: "Effects of Studying Rainforests" (**RI.5.2**) • Comparing Text Structures II graphic organizer (**RI.5.5**)	• Rank-Talk-Write • Close Readers Do These Things anchor chart • Criteria for an Effective Summary anchor chart • **Working to Become Effective Learners anchor chart** • Comparing Text Structures anchor chart

	4. Homework A. Vocabulary. Follow the directions in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 8 **Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts** RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.10, RL.5.1, RL.5.4, RL.5.10, L.5.4 **TN Standards** **5.RI.KID.1, 5.RL.KID1, 5.RI.KID.2, 5.RI.CS.4, 5.RL.CS.4, 5.RI.CS.5, 5.RI.RRTC.10, 5.RL.RRTC.10, 5.FL.VA.7a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (30 minutes) B. Research Reading Share (15 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can summarize an informational text. (**RI.5.2**, **RI.5.10**) • I can compare the overall structure of two texts about the rainforest. (**RI.5.5**, **RI.5.10**)	• Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (**RI.5.2**, **RI.5.5**, **RI.5.10**) • Tracking Progress: Reading, Understanding, and Explaining New Texts (**RL/RI.5.1**, **5.4**, **5.10**, **L.5.4**)	• **Working to Become an Effective Learner anchor chart** • **Working to Become Ethical People anchor chart** • Tracking Progress
Lesson 9 **Preparing for a Text-Based Discussion: Science Talk about Why Scientists Study the Rainforest** SL.5.1 **TN Standards** **5.SL.CC.1**	**1. Opening** A. Reviewing the Learning Target (10 minutes) **2. Work Time** A. What Is a Science Talk? (10 minutes) B. Preparing Evidence and Questions for the Science Talk (35 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes) **4. Homework** A. Review your Why Scientists Study the Rainforest: Preparing for a Science Talk note-catcher. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can prepare for a Science Talk about why scientists study the rainforest by identifying appropriate evidence from texts about the rainforest. (**SL.5.1a**, **SL.5.1b**)	• Why Scientists Study the Rainforest: Preparing for a Science Talk note-catcher (**SL.5.1**)	• Science Talks • **Discussion Norms anchor chart** • **Working to Become Effective Learners anchor chart**

Lesson 10 **Text-Based Discussion: Science Talk about Why Scientists Study the Rainforest** SL.5.1 **TN Standards** **5.SL.CC.1**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Preparing for a Science Talk (10 minutes) B. Conducting a Science Talk: Round I (15 minutes) C. Conducting a Science Talk: Round II (15 minutes) **3. Closing and Assessment** A. Reflecting on Key Ideas and Drawing Conclusions (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can ask questions so I am clear about what is being discussed and to build my understanding of why scientists study the rainforest. (**SL.5.1a, SL.5.1b, SL.5.1c**) • I can review the key ideas discussed and draw conclusions. (**SL.5.1d**)	• Participation in the Science Talk (**SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d**) • Science Talk Notes and Goals (**SL.5.1c, SL.5.1d**)	• Science Talks • Fishbowl • **Working to Become Effective Learners anchor chart** • Participating in a Science Talk anchor chart • **Discussion Norms anchor chart** • **Working to Contribute to a Better World anchor chart**
Lesson 11 **Web Research: What Can We Do to Help the Rainforest?** RI.5.2, RI.5.7, W.5.7, W.5.8 **TN Standards** **5.RI.KID.2, 5.RI.IKI.7, 5.W.RBPK.7, 5.W.RBPK.8**	**1. Opening** A. Engaging the Reader (15 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Modeling: Researching How to Help the Rainforest (15 minutes) B. Partner Work: Researching How to Help the Rainforest (20 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can research using several sources to answer the question: What can I do to help the rainforest? (**RI.5.7, W.5.7, W.5.8**) • I can summarize information from a text. (**RI.5.2, W.5.8**)	• What Can I Do to Help the Rainforest? note-catcher (**RI.5.7, W.5.7, W.5.8**)	• **Working to Contribute to a Better World anchor chart** • **Working to Become Effective Learners anchor chart** • Criteria for an Effective Summary anchor chart
Lesson 12 **End of Unit 1 Assessment, Part I: Web Research** RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8	**1. Opening** A. Returning Mid-Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 1 Assessment, Part I:	• I can research using several sources to answer the question: What can I do to help the rainforest? (**RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8**) • I can summarize information	• End of Unit 1 Assessment, Part I: Web Research (**RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8**) • Tracking Progress: Research (**W.5.7, W.5.8**)	• Criteria for an Effective Summary anchor chart • **Working to Contribute to a Better World anchor chart** • **Working to Become Effective Learners anchor chart** • Tracking Progress

TN Standards **5.RI.KID.1, 5.RI.IKI.7, 5.RI.RRTC.10,** **5.W.RBPK.7, 5.W.RBPK.8**	Web Research (40 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 minutes) **4. Homework** A. Read through your research notes from Lessons 10–11 to prepare for the Science Talk in Lesson 13. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	from a text. (**RI.5.1**, **RI.5.10**, **W.5.8**)		
[Lesson 13](#) **End of Unit 1 Assessment, Part II:** **Text-Based Discussion** SL.5.1 **TN Standards** **5.SL.CC1**	**1. Opening** A. Infer the Topic: The Challenges of Buying Ethically Sourced Products (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Conducting a Science Talk: Round I (15 minutes) B. Conducting a Science Talk: Round II (15 minutes) **3. Closing and Assessment** A. Tracking Progress (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can ask questions so I am clear about what is being discussed and to build my understanding of how we can help the rainforest. (**SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d**) • I can review the key ideas discussed and draw conclusions. (**SL.5.1d**)	• End of Unit 1 Assessment, Part II: Text-Based Discussion (**SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d**) • Tracking Progress: Collaborative Discussion (**SL.5.1**)	• Infer the Topic • Science Talks • Fishbowl • Tracking Progress • **Working to Contribute to a Better World anchor chart** • Participating in a Science Talk anchor chart • **Discussion Norms anchor chart** • **Working to Become Effective Learners anchor chart**

Fifth Grade Module 2: Unit 2: Using Writing to Inform

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

Central to EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners—developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students focus on working to become effective learners, developing the mindsets and skills for success in college, career, and life. Throughout Unit 2, students practice collaboration as they work with a partner to write a literary analysis. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Narrative Writing: First-Person Story Based on The Most Beautiful Roof in the World

This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3e, W.5.4, and W.5.10. Students plan and write a first draft of a new first person narrative, building out a scenario from *The Most Beautiful Roof in the World*. Students use their Narrative Planning graphic organizers to plan a beginning that establishes the situation by introducing their characters and/or narrator, a middle that describes the central problem and how the character(s) responds to the problem, and an ending that has a logical solution/resolution to "wrap up" the problem. They then use their Narrative Planning graphic organizer to write a first draft.

End of Unit Assessment: Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in The Most Beautiful Roof in the World

This assessment centers on CCSS ELA RL.5.1, RF.5.3, RF.5.4, W.5.2, W.5.9, and W.5.10. It has two parts. In Part I, students read a new excerpt of *The Most Beautiful Roof in the World* aloud for fluency. In Part II, students write an on-demand essay to answer the question: "What does the use of concrete language and sensory detail help you understand about the rainforest?"

Required Unit Trade book(s): *The Most Beautiful Roof in the World* and *The Great Kapok Tree*

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

NOTE: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue "Lesson #"** to access the complete EL lesson details online.

Lesson	Agenda	DailyLearning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 **Reading Literary Texts: Describing the Influence of Point of View** RL.5.4, RL.5.6, L.5.4 **TN Standards** 5.RL.CS.4, 5.RL.CS.6, 5.FL.VA.7a	**1. Opening** A. Engaging the Reader: "I Will Be a Hummingbird" (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Reading for Gist: "The Dreaming Tree" (10 minutes) B. Guided Practice: Describing Point of View (30 minutes)	• I can find the gist of a narrative text. (**RL.5.4, L.5.4**) • I can describe how a narrator's point of view influences how events are described in a narrative. (**RL.5.6**)	• Finding the Gist and Unfamiliar Vocabulary: "The Dreaming Tree" (**RL.5.4, L.5.4**) • Exit Ticket: Point of View (**RL.5.6**)	• **Think-Pair-Share** • Rainforest Experiences anchor chart • **Working to Contribute to a Better World anchor chart** • Guiding Questions anchor chart • Performance Task anchor chart • Close Readers Do These Things anchor chart • **Discussion Norms anchor chart**

	3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 2 **Reading Literary Texts:** **Interpreting Figurative Language** RL.5.1, RL.5.4, L.5.4, L.5.5a, L.5.5b **TN Standards** **5.RL.KID.1, 5.RL.CS.4, 5.FL.VA.7a, 5.FL.VA.7b i-ii**	**1. Opening** A. Engaging the Reader: Mystery Quotes (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Reading for Gist: *The Great Kapok Tree* (10 minutes) B. Mini Lesson: Figurative Language (10 minutes) C. Guided Practice: Explaining Quotes from a Literary Text (20 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes) **4. Homework** A. Vocabulary. Follow the directions in your Unit 2 homework packet. B. Talk to a friend or family member about a common metaphor, simile, or idiom in your home language that you can share with your classmates in the next lesson. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal. D. For ELLs: Complete the Language Dive 1 Practice in your Unit 2 homework.	• I can recognize similes, metaphors, and idioms in a text. (**RL.5.1, RL.5.4, L.5.5a, L.5.5b**) • I can accurately quote from a text, give context for the quote, and explain what the quote means when drawing inferences from a text. (**RL.5.1, RL.5.4, L.5.5a, L.5.5b**)	• Finding the Gist and Unfamiliar Vocabulary: *The Great Kapok Tree* (**RL.5.4, L.5.4**) • Explaining Quotes: Figurative Language note-catcher (**RL.5.1, RL.5.4, L.5.5a, L.5.5b**) • Exit Ticket: Explaining Quotes (**RL.5.1, RL.5.4, L.5.5b**)	• Mystery Quotes • Close Readers Do These Things anchor chart • **Working to Contribute to a Better World anchor chart** • **Discussion Norms anchor chart**
Lesson 3 **Reading Literary Texts:** **Comparing Figurative Language**	**1. Opening** A. Engaging the Reader: Back-to-Back and Face-to-Face (10 minutes) B. Reviewing Learning Targets (5 minutes)	• I can recognize and explain the meaning of similes, metaphors, and idioms in a text. (**RL.5.4, L.5.5a, L.5.5b**) • I can write a paragraph	• Venn Diagram: Figurative Language graphic organizer (**RL.5.4, RL.5.9, L.5.5a, L.5.5b**) • Comparison Paragraph frame (**RL.5.1, RL.5.4, RL.5.9, W.5.2,**	• Back-to-Back and Face-to-Face • **Think-Pair-Share** • Red Light, Green Light • **Working to Become Effective Learners anchor chart**

RL.5.1, RL.5.4, RL.5.9, W.5.2, W.5.9a, L.5.2d, L.5.5a, L.5.5b **TN Standards** **5.RL.KID.1, 5.RL.CS.4, 5.RL.IKI.9, 5.W.TTP.2, 5.W.RBPK.9, 5.FL.SC.6, 5.FL.VA.7b i-ii**	**2. Work Time** A. Guided Practice: Comparing the Use of Figurative Language in Two Texts (20 minutes) B. Triad Practice: Comparing the Use of Figurative Language in Two Texts (20 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes) **4. Homework** A. Vocabulary. Follow the directions in your Unit 2 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	explaining the similarities of the use of figurative language in two literary texts about the rainforest. (**RL.5.1, RL.5.4, RL.5.9, W.5.2, W.5.9a, L.5.2d, L.5.5a, L.5.5b**)	**W.5.9a, L.5.2d, L.5.5a, L.5.5b**)	
Lesson 4 **Mid-Unit 2 Assessment: Reading and Analyzing Literary Texts** RL.5.1, RI. 5.1, RL.5.4, RI.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d, L.5.4, L.5.5 **TN Standards** **5.RL.KID.1, 5.RI.KID.1, 5.RL.CS.4, 5.RI.CS.4, 5.RL.CS.6, 5.RL.IKI.9, 5.RL.RRTC.10, 5.FL.SC.6, 5.FL.VA.7a, 5.FL.VA.7b**	**1. Opening** A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 2 Assessment, Part I: Understanding Figurative Language (15 minutes) B. Mid-Unit 2 Assessment, Part II: Describing and Comparing the Point of View (15 minutes) C. Research Reading Share (10 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Vocabulary. Follow the directions in your Unit 2 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can recognize and explain the meaning of similes, metaphors, and idioms in a text. (**RL.5.4, RL.5.10, L.5.5**) • I can accurately quote from a text, give context for the quote, and explain what the quote means when drawing inferences from a text. (**RL.5.1, RL.5.10, L.5.2d**) • I can describe how a narrator's point of view influences how events are described in a narrative. (**RL.5.6, RL.5.10**) • I can write a paragraph explaining the similarities of two literary texts about the rainforest. (**RL.5.9, RL.5.10, L.5.2d,** and **L.5.5**)	• Mid-Unit 2 Assessment, Parts I and II (**RL.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d,** and **L.5.5**) • Tracking Progress: Reading, Understanding, and Explaining New Texts (**R.5.1, R.5.4, R.5.10, L.5.4**)	• **Working to Become Effective Learners anchor chart** • **Working to Become Ethical People anchor chart** • Tracking Progress
Lesson 5	**1. Opening** A. Reviewing Learning Targets (5	• I can explain how concrete words and phrases and sensory	• Annotated Excerpt of Pages 41–42 of *The Most Beautiful*	• Close Readers Do These Things anchor chart

Close Read: Pages 41–42 of The Most Beautiful Roof in the World RL.5.1, RL.5.4, L.5.4, L.5.4b, L.5.4c, L.5.5 **TN Standards** **5.RL.KID.1, 5.RL.CS.4, 5.FL.VA.7a ii-iii, 5.FL.VA.7b**	minutes) B. Reading Aloud: *The Most Beautiful Roof in the World, Pages 41–42 (5 minutes)* **2. Work Time** A. Close Reading: *The Most Beautiful Roof in the World*, Pages 41–42 (30 minutes) B. Mini Lesson: Concrete and Sensory Language (10 minutes) **3. Closing and Assessment** A. Exit Ticket (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal. B. For ELLs: Complete the Language Dive III Practice in your Unit 2 homework.	details convey experiences and events precisely. (**RL.5.1, RL.5.4, L.5.4, L.5.4b, L.5.4c, L.5.5**) • I can make connections between word choice and purpose. (**RL.5.4**)	*Roof in the World* (**RL.5.4**) • Exit Ticket (**RL.5.4**)	• Concrete and Sensory Language anchor chart
[Lesson 6](#) **Analyzing Text for Concrete Words and Phrases and Sensory Details** RL.5.1, RL.5.4, L.5.5, W.5.2a **TN Standards** **5.RL.KID.1, 5.RL.CS.4, 5.FL.VA.7b, 5.W.TTP.2**	**1. Opening** A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: Mystery Quotes (15 minutes) **2. Work Time** A. Gathering Concrete and Sensory Language (30 minutes) **3. Closing and Assessment** A. Exit Ticket (10 minutes) **4. Homework** A. Concrete and Sensory Language I: Gather concrete and sensory language from your independent reading book (either research or choice) on the note-catcher. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can explain how concrete words and phrases and sensory details convey experiences and events precisely. (**RL.5.1, RL.5.4, L.5.5**) • I can make connections between word choice and purpose. (**RL.5.4**)	• Explaining Quotes: Concrete and Sensory Language note-catcher (**RL.5.1, RL.5.4, L.5.5**) • Exit Ticket: Focus Statement (**W.5.2a**)	• Mystery Quotes • Concrete and Sensory Language anchor chart • **Working to Become Effective Learners anchor chart**
[Lesson 7](#)	**1. Opening** A. Reviewing Learning Targets (5	• I can work with a partner to select a focus statement and	• Colored-in Model Essay: Concrete and Sensory	• **Working to Become Effective Learners anchor chart**

Writing a Literary Analysis Essay: Analyzing a Model W.5.2, W.5.2a, W.5.2b, RF.5.4 **TN Standards** 5.W.TTP.2 a-c, 5.FL.F.5	minutes) B. Engaging the Reader: Model Essay (5 minutes) **2. Work Time** A. Reading for Gist and Analyzing the Model Essay: The Painted Essay (20 minutes) B. Planning a Literary Analysis Essay: Selecting a Focus Statement and Quotes (20 minutes) **3. Closing and Assessment** A. Reading Fluency: *The Most Beautiful Roof in the World*, Page 28 (10 minutes) **4. Homework** A. Concrete and Sensory Language II: Gather concrete and sensory language from your independent reading book (either research or choice) on the note-catcher. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	concrete and sensory language for my literary analysis essay. (**W.5.2a**, **W.5.2b**) • I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (**RF.5.4**)	Language in *The Great Kapok Tree* (**W.5.2**) • Sticky note with chosen focus statement (**W.5.2a**) • Highlighted Explaining Quotes: Concrete and Sensory Language note-catcher (**W.5.2b**)	• Fluent Readers Do These Things anchor chart
<u>Lesson 8</u> **Writing a Literary Analysis Essay: Introduction** W.5.2a, RF.5.4a, RF.5.4c **TN Standards** 5.W.TTP.2, 5.FL.F.5 a/c	**1. Opening** A. Engaging the Writer: Back-to-Back and Face-to-Face (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing the Model Essay: Introduction (10 minutes) B. Planning and Drafting an Introduction (25 minutes) **3. Closing and Assessment** A. Reading Fluency: *The Most Beautiful Roof in the World*, Page 37 (15 minutes) **4. Homework** A. Reading fluency: Practice reading aloud an excerpt of *The Most Beautiful Roof in the World*. See the Reading Fluency chart in your Unit 2	• I can work with a partner to write an introduction to a literary analysis. (**W.5.2a**) • I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (**RF.5.4a**, **RF.5.4c**)	• Introduction to literary analysis essay (**W.5.2a**) • Self-assessment on Reading Fluency Checklist (**RF.5.4a**, **RF.5.4c**)	• Back-to-back and Face-to-Face • **Working to Become Ethical People anchor chart** • **Working to Become Effective Learners anchor chart** • Literary Analysis Essay anchor chart • Fluent Readers Do These Things anchor chart

	homework for some excerpt suggestions. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 9 **Writing a Literary Analysis Essay: Proof Paragraph 1** W.5.2a, W.5.2b, W.5.2d, W.5.9a, RF.5.4a, RF.5.4c **TN Standards** **5.W.TTP.2 a-c/f, 5.FL.F.5 a/c**	**1. Opening** A. Engaging the Reader: Assembling Evidence (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing the Model Essay: Proof Paragraph 1 (10 minutes) B. Planning and Drafting Proof Paragraph 1 (30 minutes) **3. Closing and Assessment** A. Reading Fluency: *The Most Beautiful Roof in the World*, Page 39 (10 minutes) **4. Homework** A. Reading Fluency: Practice reading aloud an excerpt of *The Most Beautiful Roof in the World*. See the Reading Fluency chart in your Unit 2 homework for some excerpt suggestions. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can work with a partner to write a proof paragraph for our literary analysis. (**W.5.2a**, **W.5,2b**, **W.5.2d**, **W.5.9 a**) • I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (**RF.5.4a**, **RF.5.4c**)	• First proof paragraph of literary analysis essay (**W.5.2a**, **W.5.2b**, **W.5.2d**, **W.5.9 a**) • Self-assessment on Reading Fluency Checklist (**RF.5.4a**, **RF.5.4c**)	• Literary Analysis Essay anchor chart • **Working to Become Effective Learners anchor chart** • Fluent Readers Do These Things anchor chart
Lesson 10 **Writing a Literary Analysis Essay: Proof Paragraph 2** W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.9a, RF.5.4a, RF.5.4c **TN Standards** **5.W.TTP.2 a-c/e-g, 5.W.RBPK.9, 5.FL.F.5 a/c**	**1. Opening** A. Engaging the Reader: Assembling Evidence 2 (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Planning and Drafting Proof Paragraph 2 (25 minutes) B. Linking Words (15 minutes) **3. Closing and Assessment** A. Reading Fluency: *The Most*	• I can work with a partner to write a proof paragraph for our literary analysis. (**W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.9a**) • I can link ideas in my literary analysis essay using words, phrases, and clauses. (**W.5.2c**) • I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and	• Second proof paragraph of literary analysis essay (**W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.9a**) • Self-assessment on Reading Fluency Checklist (**RF.5.4a, RF.5.4c**)	• Literary Analysis Essay anchor chart • **Working to Become Effective Learners anchor chart** • Fluent Readers Do These Things anchor chart

	Beautiful Roof in the World, Page 31 (10 minutes) **4. Homework** A. Reading Fluency: Practice reading aloud an excerpt of *The Most Beautiful Roof in the World*. See the Reading Fluency chart in your Unit 2 homework for some excerpt suggestions. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	fluency. (**RF.5.4a, RF.5.4c**)		
[Lesson 11](#) **Writing a Literary Analysis Essay: Conclusion** W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.9a, RF.5.4a, RF.5.4c **TN Standards** **5.W.TTP.2 a-g, 5.W.RBPK.9, 5.FL.F.5 a/c**	**1. Opening** A. Entry Ticket: Guess the Focus Statement (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing the Model Essay: Conclusion (10 minutes) B. Planning and Drafting the Conclusion (20 minutes) C. Editing (10 minutes) **3. Closing and Assessment** A. Reading Fluency: *The Most Beautiful Roof in the World*, Page 32 (10 minutes) **4. Homework** A. Reading Fluency: Practice reading aloud an excerpt of *The Most Beautiful Roof in the World*. See the Reading Fluency chart in your Unit 2 homework for some excerpt suggestions. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can work with a partner to write a conclusion for our literary analysis. (**W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.9a**) • I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (**RF.5.4a, RF.5.4c**)	• Entry Ticket: Guess the Focus Statement (**W.3.2a**) • Conclusion of literary analysis essay (**W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.9a**) • Self-assessment on Reading Fluency Checklist (**RF.5.4a, RF.5.4c**)	• Literary Analysis Essay anchor chart • **Working to Become Effective Learners anchor chart** • Fluent Readers Do These Things anchor chart
[Lesson 12](#) **End of Unit 2 Assessment:**	**1. Opening** A. Feedback on Mid-Unit 2 Assessment (5 minutes)	• I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and	• End of Unit 2 Assessment: Literary Analysis of Concrete Language and Sensory Detail	• Fluent Readers Do These Things anchor chart • Literary Analysis Essay anchor

Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in The Most Beautiful Roof in the World RF.5.4a, RF.5.4c, W.5.2, W.5.9a, W.5.10, L.5.5 **TN Standards** **5.FL.F.5 a/c, 5.W.TTP.2, 5.W.RBPK.9, 5.W.RW.10,** **5.RL.CS.5**	B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 2 Assessment: Parts I and II (100 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	fluency. (**RF.5.4a, RF.5.4c**) • I can write a literary analysis essay to answer the question: What does the use of concrete language and sensory detail help you understand about the rainforest? (**W.5.2, W.5.9a, W.5.10, L.5.5**)	in *The Most Beautiful Roof in the World* (**W.5.2**) • Tracking Progress: Informative Writing (**W.5.2**)	chart • Tracking Progress • **Working to Become Effective Learners anchor chart**
[Lesson 13](#) **End of Unit 2 Assessment: Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in The Most Beautiful Roof in the World** RF.5.4a, RF.5.4c, W.5.2, W.5.9a, W.5.10, L.5.5 **TN Standards** **5.FL.F.5 a/c, 5.W.TTP.2, 5.W.RBPK.9, 5.W.RW.10,** **5.RL.CS.5**	**1. Opening** A. Feedback on Mid-Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 2 Assessment: Parts I and II (100 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (**RF.5.4a, RF.5.4c**) • I can write a literary analysis essay to answer the question: What does the use of concrete language and sensory detail help you understand about the rainforest? (**W.5.2, W.5.9a, W.5.10, L.5.5**)	• End of Unit 2 Assessment: Literary Analysis of Concrete Language and Sensory Detail in *The Most Beautiful Roof in the World* (**W.5.2**) • Tracking Progress: Informative Writing (**W.5.2**)	• Fluent Readers Do These Things anchor chart • Literary Analysis Essay anchor chart • Tracking Progress • **Working to Become Effective Learners anchor chart**

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Fifth Grade Module 2: Unit 3: Using Writing to Entertain

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become an Effective Learner
Central to EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners—developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students focus on working to become effective learners, developing the mindsets and skills for success in college, career, and life. Throughout Unit 3, students practice collaboration as they work with a partner to write and edit a narrative and compile an ebook. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Narrative Writing: First-Person Story Based on The Most Beautiful Roof in the World

This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3e, W.5.4, and W.5.10. Students plan and write a first draft of a new first person narrative, building out a scenario from *The Most Beautiful Roof in the World*. Students use their Narrative Planning graphic organizers to plan a beginning that establishes the situation by introducing their characters and/or narrator, a middle that describes the central problem and how the character(s) responds to the problem, and an ending that has a logical solution/resolution to "wrap up" the problem. They then use their Narrative Planning graphic organizer to write a first draft.

End of Unit Assessment: Revising a First-Person Narrative

This assessment centers on CCSS ELA W.5.3b, W.5.3c, W.5.3d, W.5.5, L.5.1a, and L.5.3a. In Part I, students apply what they have learned about conjunctions, interjections, and prepositions to answer selected response and short on-demand response questions. In Part II, students apply what they have learned about revising narratives to revise the narrative they wrote for the mid-unit assessment with a focus on technique and pacing.

Required Unit Trade book(s): *The Most Beautiful Roof in the World*

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

NOTE: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue** "**Lesson #**" to access the complete EL lesson details online.

Lesson	Agenda	DailyLearning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 **Preparing to Write: Determining Characteristics of the Format** RL.5.4, L.5.4, W.5.3a **TN Standards** **5.RL.CS.4**, 5.FL.VA.7a, 5.W.TTP.3	**1. Opening** A. Engaging the Reader (10 minutes) B. Reviewing Performance Task and Learning Targets (15 minutes) **2. Work Time** A. Reading for Gist: "Bite at Night" (10 minutes) B. Analyzing a Model (10 minutes)	• I can find the gist of a narrative text. (**RL.5.4, L.5.4**) • I can describe how a narrator's point of view influences how events are described in a narrative. (**W.5.3a**)	• Finding the Gist and Unfamiliar Vocabulary: "Bite at Night" (**RL.5.4, L.5.4**)	• Rainforest Experiences anchor chart • Module Guiding Questions anchor chart • Performance Task anchor chart • Close Readers Do These Things anchor chart • **Working to Become Ethical People anchor chart**

	3. Closing and Assessment A. Research Reading Share (15 minutes) **4. Homework** A. For ELLs: Complete the Language Dive Practice I: *Even though* in your Unit 3 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 2 **Writing Narrative Texts: Planning and Drafting the Beginning of a First Person Narrative** W.5.3, W.5.4, W.5.5 **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model (30 minutes) B. Guided Practice: Planning the Beginning of a Narrative (10 minutes) C. Guided Practice: Drafting the Beginning of a Narrative (15 minutes) **3. Closing and Assessment** A. Pair Share (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can identify the characteristics of the beginning of a narrative. (**W.5.3, W.5.4, W.5.5**) • I can plan and draft the beginning of a narrative that establishes the situation and introduces the characters. (**W.5.3, W.5.4, W.5.5**)	• Beginning box of Narrative Planning Graphic Organizer: Partner Narrative (**W.5.3, W.5.4, W.5.5**) • Beginning paragraphs of partner narrative draft (**W.5.3, W.5.4, W.5.5**)	• Narrative Texts anchor chart • Performance Task anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 3 **Writing Narrative Texts: Planning and Drafting the Middle of a First Person Narrative** W.5.3, W.5.4, W.5.5, L.5.1a, **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5, 5.FL.SC.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model (10 minutes) B. Guided Practice: Planning the Middle of a Narrative (10 minutes) C. Mini Lesson: Conjunctions (10 minutes) D. Partner Practice: Drafting the Middle of a Narrative (20 minutes) **3. Closing and Assessment** A. Exit Ticket (5 minutes)	• I can plan and draft the middle of a narrative that develops a sequence of events that unfolds naturally and shows the response of the narrator and the response of other characters to the situation. (**W.5.3, W.5.4, W.5.5**) • I can explain the function of conjunctions in general and in particular sentences from "Bite at Night." (**L.5.1a**)	• Middle boxes of Narrative Planning Graphic Organizer: Partner Narrative (**W.5.3, W.5.4, W.5.5**) • Middle paragraphs of partner narrative draft (**W.5.3, W.5.4, W.5.5**) • Exit Ticket: Narrator's Response (**W.5.3a,b**)	• Narrative Texts anchor chart • **Working to Become Effective Learners anchor chart** • Parts of Speech anchor chart

	4. Homework A. Complete at least one of the Conjunctions Practices (Conjunctions Practice I) in your Unit 3 homework. B. For ELLs: Complete Language Dive Practice II: *Even though* in your Unit 3 homework. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 4 **Writing Narrative Texts: Planning and Drafting the End of a First Person Narrative** W.5.3, W.5.4, W.5.5 **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model (15 minutes) B. Guided Practice: Planning the End of a Narrative (10 minutes) C. Partner Practice: Drafting the End of a Narrative (15 minutes) **3. Closing and Assessment** A. Research Reading Share (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can identify the characteristics of the end of a narrative. (**W.5.3, W.5.4, W.5.5**) • I can plan and draft the end of a narrative that provides a satisfying solution to the problem. (**W.5.3, W.5.4, W.5.5**)	• End box of Narrative Planning Graphic Organizer: Partner Narrative (**W.5.3, W.5.4, W.5.5**) • End paragraphs of partner narrative draft (**W.5.3, W.5.4, W.5.5**)	• Narrative Texts anchor chart • **Working to Become Effective Learners anchor chart** • **Working to Become Ethical People anchor chart**
Lesson 5 **Mid-Unit 3 Assessment: Narrative Writing: First-Person Story Based on The Most Beautiful Roof in the World** W.5.3, W.5.4, W.5.10 **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.RW.10**	**1. Opening** A. Returning End of Unit 2 Assessment (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Mid-Unit 3 Assessment, Part I: Planning a First Person Narrative (15 minutes) B. Mid-Unit 3 Assessment, Part II: Drafting a First Person Narrative (25 minutes) **3. Closing and Assessment**	• I can plan and draft a narrative text that has a clear sequence of events. (**W.5.3, W.5.4, W.5.10**)	• Mid-Unit 3 Assessment, Parts I and II (**W.5.3, W.5.4, W.5.10**) • Tracking Progress: Narrative Writing (**W.5.3**)	• **Working to Become Effective Learners anchor chart** • Tracking Progress

	A. Tracking Progress (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 6 **Writing Narrative Texts: Pacing – Speeding Up Time** W.5.3, W.5.4, W.5.5, L.5.1, L.5.2, L.5.3 **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5, 5.FL.SC.6, 5.FL.SC.6, 5.FL.VA.7a**	**1. Opening** A. Research Reading Share (15 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Analyzing a Model (20 minutes) B. Partner Practice: Revising Narrative Writing—Speeding Up Time (15 minutes) **3. Closing and Assessment** A. Small Group Share (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can revise my narrative writing to speed up time in places where nothing relevant to the plot is happening. (**W.5.3, W.5.4, W.5.5, L.5.1, L.5.2, L.5.3**)	• Annotations on "Bite at Night" (**W.5.3c, L.5.1, L.5.3**) • Revised partner narrative (**W.5.3, W.5.4, W.5.5, L.5.1, L.5.2, L.5.3**)	• **Working to Become Ethical People anchor chart** • Performance Task anchor chart • Narrative Texts anchor chart • Steps for Revising My Writing anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 7 **Writing Narrative Texts: Pacing – Slowing Down Time, Part I** W.5.3, W.5.5, L.5.1 **TN Standards** **5.W.TTP.3, 5.W.PDW.5, 5.FL.SC.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model: Slowing Down Time, Part I (20 minutes) B. Partner Practice: Slowing Down Time, Part I (20 minutes) **3. Closing and Assessment** A. Review: Conjunctions (15 minutes) **4. Homework** A. Complete a Conjunctions Practice (Conjunctions Practice II) in your Unit 3 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can revise my narrative writing to slow down time when something interesting, relevant to the plot, is happening. (**W.5.3**) • I can identify conjunctions and their function in writing. (**L.5.1**)	• Annotations on "Bite at Night" (**W.5.3**) • Revised partner narrative (**W.5.3**) • Description of function of conjunction on sticky note (**L.5.1**) • Peer critique on sticky notes (**W.5.5**)	• Performance Task anchor chart • Concrete and Sensory Language anchor chart • Narrative Texts anchor chart • Steps for Revising My Writing anchor chart • **Working to Become Effective Learners anchor chart** • Parts of Speech anchor chart

Lesson 8 **Writing Narrative Texts: Pacing – Slowing Down Time, Part II** W.5.3, W.5.4, W.5.5, L.5.1a **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.5, 5.FL.SC.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model: Slowing Down Time, Part II (20 minutes) B. Partner Practice: Slowing Down Time, Part II (15 minutes) C. Mini Lesson: Prepositions (15 minutes) **3. Closing and Assessment** A. Exit Ticket: Prepositions and Interjections (5 minutes) **4. Homework** A. Complete at least one of the Prepositions and Interjections Practices (Prepositions and Interjections I) in your Unit 3 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can revise my narrative writing to slow down time when something interesting relevant to the plot is happening. (**W.5.3, W.5.4, W.5.5**) • I can identify interjections and prepositions, explain their function in writing, and use them in my writing. (**L.5.1a**)	• Revised partner narrative (**W.5.3, W.5.4, W.5.5**) • Exit Ticket: Prepositions and Interjections (**L.5.1a**)	• Parts of Speech anchor chart • Narrative Texts anchor chart • Steps for Revising My Writing anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 9 **End of Unit 3 Assessment, Part I: Conjunctions, Interjections, and Prepositions** L.5.1a, L.5.3a **TN Standards** **5.FL.SC.6**	**1. Opening** A. Reviewing Learning Target (5 minutes) **2. Work Time** A. Partner Practice: Conjunctions, Interjections, and Prepositions (25 minutes) B. End of Unit 3 Assessment, Part I: Conjunctions, Interjections, and Prepositions (25 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes) **4. Homework** A. Complete at least one of the Prepositions and Interjections Practices (Prepositions and Interjections II) in your Unit 3 homework.	• I can identify conjunctions, interjections, and prepositions and their function in writing. (**L.5.1a, L.5.3a**)	• Conjunctions, Interjections, and Prepositions (**L.5.1a**) • End of Unit 3 Assessment, Part I (**L.5.1a, L.5.3a**)	• Parts of Speech anchor chart • **Working to Become Effective Learners anchor chart**

	B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.			
Lesson 10 **End of Unit 3 Assessment, Part II: Revising a First Person Narrative** W.5.3b, W.5.3c, W.5.3d, W.5.5 **TN Standards** **5.W.TTP.3 c-d/f/g, 5.W.PDW.5**	**1. Opening** A. Reviewing Learning Target (5 minutes) B. Returning Mid-Unit 3 Assessments (5 minutes) **2. Work Time** A. End of Unit 3 Assessment, Part II: Revising a First Person Narrative (40 minutes) **3. Closing and Assessment** A. Tracking Progress (10 minutes) **4. Homework** A. Bring from home, the library, or the class book selection a favorite storybook (in any language) with a cover design that you find eye-catching and inspirational. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can follow criteria and feedback from my teacher to revise my narrative writing. (**W.5.3b, W.5.3c, W.5.3d, W.5.5**)	• End of Unit 3 Assessment, Part II: Revising a First Person Narrative (**W.5.3b, W.5.3c, W.5.3d, W.5.5**) • Tracking Progress: Narrative Writing (**W.5.3**)	• Narrative Texts anchor chart • Parts of Speech anchor chart • Tracking Progress • **Working to Become Effective Learners anchor chart**
Lesson 11 **Performance Task: Rainforest Adventures Ebook Author's Note** W.5.2 **TN Standards** **5.W.TTP.2**	**1. Opening** A. Reviewing Learning Target (5 minutes) **2. Work Time** A. Analyzing a Model: Author's Note (15 minutes) B. Partner Writing: Author's Note (30 minutes) **3. Closing and Assessment** A. Small Group Share (10 minutes) **4. Homework** A. Bring from home, the library, or the class book selection a favorite story book (in any language) with a cover design that you find eye-catching and inspirational. B. Accountable Research Reading.	• I can work with my partner to write an author's note for our Rainforest Adventures ebook. (**W.5.2**)	• Rainforest Adventures ebook author's note (**W.5.2**)	• Performance Task anchor chart • **Working to Become Effective Learners anchor chart**

	Select a prompt to respond to in the front of your independent reading journal.			
Lesson 12 **Performance Task: Rainforest Adventures Ebook Cover and Contents Page** W.5.4, W.5.6 **TN Standards** **5.W.PDW.4, 5.W.PDW.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Designing a Front Cover (30 minutes) B. Creating a Contents Page (20 minutes) **3. Closing and Assessment** A. Small Group Share (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can work with a partner to design an eye-catching front cover for our Rainforest Adventures ebook that will make students in grade 5 and above want to pick it up and read it. (**W.5.4, W.5.6**) • I can create a contents page for my Rainforest Adventures ebook. (**W.5.4, W.5.6**)	• Rainforest Adventures ebook front cover and contents page (**W.5.4, W.5.6**)	• Performance Task anchor chart • Front Cover anchor chart • **Working to Become Effective Learners anchor chart** • Contents Page anchor chart
Lesson 13 **Performance Task: Rainforest Adventures Ebook: Adding Images** W.5.3, W.5.4, W.5.6 **TN Standards** **5.W.TTP.3, 5.W.PDW.4, 5.W.PDW.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Completing Rainforest Adventures Ebook (45 minutes) **3. Closing and Assessment** A. Whole Group Share (10 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	• I can select and/or create visually appealing images for my Rainforest Adventures ebook that contribute to the narratives. (**W.5.3, W.5.4, W.5.6**) • I can compile my narrative writing into an ebook. (**W.5.3, W.5.4, W.5.6**)	• Rainforest Adventures ebook (**W.5.3, W.5.4, W.5.6**)	• Performance Task anchor chart • Choosing Images anchor chart • **Working to Become Effective Learners anchor chart**