

Fifth Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 3
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 **Meaning-Based Map: EL Curriculum-at-a-Glance** **Module 3**

Guidance for the ELA Block

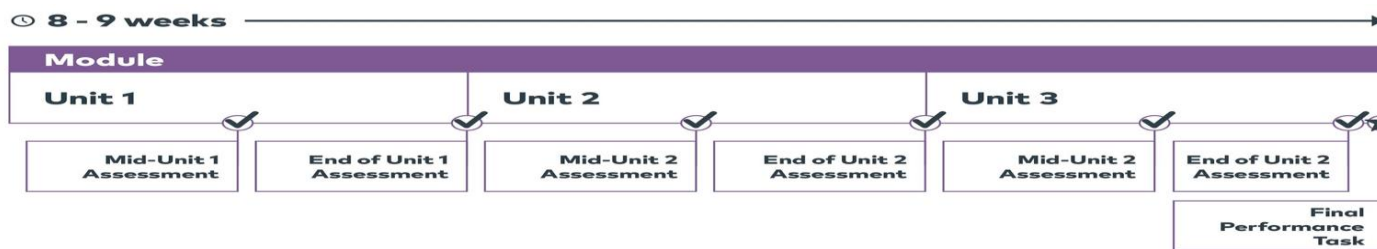
One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. 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.

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	
<p>The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</p>	<p>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.</p>
<p>Crosswalk https://drive.google.com/file/d/1iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p>Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p>Scaffolding Options for ELA https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZiShL5hxCQ4sRP/view?usp=sharing</p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p>Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p>Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf</p>	<p>This article provides information regarding how close reads can support students' reading ability.</p>
<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>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.</p>
<p>Close Reading Case Study: Grade 3 file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf</p>	<p>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.</p>

<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>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.</p>
<p>Taking the Conversation Deeper: Read Alouds https://www.youtube.com/watch?v=B76uqrhHVJs</p>	<p>In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning (SEL) in EL</p>	
<p>EL Character Framework https://characterframework.eleducation.org/</p>	<p>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.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>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.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>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. <i>Please note, once downloaded, the PowerPoints can be revised to meet your needs.</i></p>
<p>SCS English Language Learners: Grade 5 https://scsk12.sharepoint.com/:f/s/SCSESLResources/EhP0h-3hf0NArZlqQnNwqkBlpd9p8QUk2BlqgweUr8mLw?e=TLTEHm</p>	<p>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.)</p>

Module Overview: Fifth Grade Module 3: Athlete Leaders of Social Change

In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change, beginning with Jackie Robinson. In Unit 1, students build background knowledge about Jackie Robinson through reading *Promises to Keep*, written by Jackie's daughter, Sharon. Students determine the main ideas and identify key details, using these to summarize chapters of the book. They also think about the relationship between people and events in the text as they gather factors that led to Jackie Robinson's success in leading social change. In Unit 2, students continue their study of Jackie Robinson, building on their understanding of factors that led to his success by developing an opinion on which factor(s) were most important in his success. In the first half of the unit, students examine different texts and videos, describing each author's opinion on the factor that led to Jackie's success and comparing these points of view.

In the second half of the unit, students draw from the factors gathered throughout Units 1 and 2 to state their own opinion. First, they participate in a text-based discussion. They then draw from the discussion to write an opinion essay on which factor they think was most important in Jackie Robinson's success in leading social change. In Unit 3, students read about other athletes who were also leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have for a display titled "Be an Effective Leader of Change." This performance task centers on CCSS ELA **RI.5.1, RI.5.9, W.5.4, W.5.8, and W.5.9b**.

Guiding Questions and Big Ideas

- **How have athletes broken barriers during the historical era in which they lived?**
- **What factors can contribute to an individual's success in changing society?**
- Athletes are presented with unique opportunities to lead change.
- Individuals are shaped by and can shape society.
- A variety of factors can influence an individual's ability to effect change.

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Athlete Leaders of Social Change	Task Students create a poster highlighting a personal quality necessary to be an effective leader of social change.
Targets (standards explicitly taught and assessed): RI.5.1, RI.5.9, W.5.4, W.5.8, and W.5.9b	Texts <i>Promises to Keep: How Jackie Robinson Changed America</i>



Fifth Grade Module 3: Unit 1: Athlete Leaders of Social Change

Habits of Character/Social-Emotional Learning Focus: **Work to Become Effective Learners and 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 unit, students **work to become effective learners**. They practice showing initiative, responsibility, perseverance, and collaboration as they read and work together collaboratively, and manage their own time. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They practice respect, compassion, and empathy in response to the potentially diverse views of different students after reading the texts, and integrity when completing research reading for homework each night. 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 Summarizing an Informational Text

This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.10, W.5.9b, L.5.1c, and L.5.1d. Students apply what they have learned to identify multiple main ideas in a new section of Promises to Keep and explain how each is supported by key details. They then express this understanding in a concise written summary. Finally, students revise a short passage to correct inappropriate shifts in verb tense.

End of Unit Assessment: Summarizing a Text Read aloud and Explaining the Relationship between Key Ideas in an Informational Text

This assessment centers on CCSS ELA RI.5.3, RI.5.10, and SL.5.2 and has two parts. In Part I, students apply what they have learned about summarizing a text read aloud. Students listen to a new section of *Promises to Keep*, recording the main idea and key details as the text is read aloud. They then use this information to write a summary of the text. In Part II, students reread the same section of text and answer selected response and short answer questions to demonstrate an understanding of the relationship between key ideas in the text.

Required Unit Trade book(s): **Promises to Keep: How Jackie Robinson Changed America**

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: Jackie Robinson RI.5.1, SL.5.1 TN Standards	1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Discovering Our Topic: Mystery Quotes (15 minutes) B. Introducing the Performance Task and the Module Guiding Questions	<ul style="list-style-type: none"> I can infer the topic from information in mystery quotes. (RI.5.1) I can support my inferences with details and examples from the mystery quotes. (RI.5.1) 	<ul style="list-style-type: none"> Participation during Mystery Quotes protocol (RI.5.1, SL.5.1) Participation during unpacking of module guiding questions (RI.5.1, SL.5.1) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Performance Task anchor chart Module Guiding Questions anchor chart Working to Become Ethical

<p>5.RI.KID 1, 5.SL. CC.1</p>	<p>(10 minutes) C. Exploring the Text: Promises to Keep (15 minutes) 3. Closing and Assessment A. Launching Independent Reading (15 minutes) 4. Homework A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>			<p>People anchor chart</p>
<p><u>Lesson 2</u> Reading Informational Texts: Determining Main Ideas RI.5.1, RI.5.2, RI.5.4, L.5.1, L.5.1c, L.5.4 TN Standards 5.RI.KID 1, 5.RI.KID 2, RI.CS.4 5.FL.SC.6, 5.FL.SC.6c, 5.FL.VA</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist: Promises to Keep, Pages 6–9 (15 minutes) B. Language Dive: Promises to Keep, Pages 8–9 (15 minutes) C. Guided Practice: Determining Main Ideas and Key Details (20 minutes) 3. Closing and Assessment A. Exit Ticket: Determining Main Ideas (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use verb tense to convey various times, sequences, states, and conditions. (L.5.1c) I can determine the main ideas of a text and explain how they are supported by key details. (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Finding the Gist and Unfamiliar Vocabulary: Promises to Keep, pages 6–9 (RI.5.1, RI.5.4, L.5.4) Determining Main Ideas and Key Details: “A Black and White World” note-catcher (RI.5.1, RI.5.2) Exit Ticket: Determining Main Ideas (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart
<p><u>Lesson 3</u> Reading Informational Texts: Summarizing a Text about Jackie Robinson RI.5.1, RI.5.2, L.5.1, L.5.1d TN Standards 5.RI.KID 1, 5.RI.KID 2, 5.FL.SC.6 5.FL..SC6d</p>	<p>1. Opening A. Engaging the Reader: Oral Summaries (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive: Promises to Keep, Pages 8–9 (15 minutes) B. Summarizing the Text: Promises to Keep, Pages 8–9 (25 minutes) 3. Closing and Assessment A. Exit Ticket: Summarizing a Text</p>	<ul style="list-style-type: none"> I can recognize inappropriate shifts in verb tense. (L.5.1d) I can summarize an informational text. (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Summary: “A Black and White World” (RI.5.1, RI.5.2) Exit Ticket: Summarizing a Text (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Criteria for an Effective Summary anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart

	<p>(10 minutes) 4. Homework A. Complete Language Dive Practice I: Promises to Keep in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 4 Reading Informational Texts: Summarizing a Text about Jackie Robinson RI.5.1, RI 5.2, RI.5.3 <u>TN Standards</u> 5.RI.KID 1, 5.RI.KID 2, 5.RI.KID 3</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist: Promises to Keep, Pages 10–17 (10 minutes) B. Partner Practice: Determining Main Ideas and Key Details (15 minutes) C. Summarizing the Text: Promises to Keep, Pages 10–17 (15 minutes) 3. Closing and Assessment A. Identifying Factors for Success (15 minutes) 4. Homework A. Language Dive Practice II: Promises to Keep B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the main ideas of a text and explain how they are supported by key details. (RI.5.1, RI.5.2) I can summarize an informational text. (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Determining Main Ideas and Key Details: “Signs of Hope” note-catcher (RI.5.1, RI.5.2) Summary: “Signs of Hope” (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Criteria for an Effective Summary anchor chart Module Guiding Questions anchor chart Factor for Success: Historical Context anchor chart
<p>Lesson 5 Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text RI.5.1, RI.5.2, RI.5.3, RI.5.10, W.5.9 W5.9b, L.5.1, L.5.1c, L.5.1d <u>TN Standards</u> 5.RI.KID 1, 5.RI.KID 2, 5.RI.KID 3 5.RI.RRTC.10. 5.WRBPK.9, 5.FL.SC.6, 5.FL.SC.6c, 5.FL.SC.6d</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (30 minutes) B. Tracking Progress (10 minutes) 3. Closing and Assessment A. Identifying Factors for Success (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading</p>	<ul style="list-style-type: none"> I can determine the main ideas of a text and explain how they are supported by key details. (RI.5.1, RI.5.2) I can summarize an informational text. (RI.5.2) I can recognize and correct inappropriate shifts in verb tense. (L.5.1c, L.5.1d) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (RI.5.1, RI.5.2, RI.5.10, W.5.9b, L.5.1c, L.5.1d) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective Learners anchor chart Factor for Success: Historical Context anchor chart Factor for Success: Personal Qualities anchor chart Module Guiding Questions anchor chart

<p>Lesson 6 Reading Informational Texts: Identifying Factors for Success</p> <p>RI.5.1, RI.5.3 SL.5.2</p> <p>TN Standards 5.RI.KID 1, 5.RI.KID 2 5.FL SC 6c, 5.SL.CC 2</p>	<p>journal.</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading Aloud and Summarizing: Promises to Keep, Pages 22–27 (20 minutes) B. Identifying Factors for Success (15 minutes) 3. Closing and Assessment A. Partner Writing: Explaining Factors for Success (20 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 determine the main ideas of a text and explain how they are supported by key details. (RI.5.1, RI.5.2) I can summarize an informational text. (RI.5.2) I can recognize and correct inappropriate shifts in verb tense. (L.5.1c, L.5.1d) 	<ul style="list-style-type: none"> Listening Closely: “1945: A Changing World” note-catcher (SL.5.2) Support from Decision Makers paragraph (RI.5.3, W.5.2) 	<ul style="list-style-type: none"> Criteria for an Effective Summary anchor chart Working to Become Ethical People anchor chart Factor for Success: Support from Decision Makers anchor chart Module Guiding Questions anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 7 Reading Informational Texts: Explaining Factors for Success</p> <p>RI.5.1, RI.5.3, RF.5.3, SL.5.2</p> <p>TN Standards 5.RI.KID 1, 5.RI.KID 2, 5. FL.PWR.3 5.SL.CC.2</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading Aloud and Summarizing: Promises to Keep, Pages 28–29 (20 minutes) B. Rereading to Gather Evidence: Factors for Success (20 minutes) 3. Closing and Assessment A. Research Reading Share (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 summarize an informational text read aloud. (SL.5.2) I can gather evidence that supports how people or events led to Jackie Robinson’s success. (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Listening Closely: “Why My Father?” note-catcher (SL.5.2) Participation in additions to factors of success anchor charts (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Criteria for an Effective Summary anchor chart Working to Become Ethical People anchor chart Module Guiding Questions anchor chart Factor for Success: Historical Context anchor chart Factor for Success: Personal Qualities anchor chart Factor for Success: Support from Decision Makers anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 8 Close Read: Pages 38–41 of Promises to Keep</p> <p>RI.5.1, RI.5.3, RI 5.4. L.5.4, L5.4a, L.5.4b</p> <p>TN Standards 5.RI.KID 1, 5.RI.KID 3, 5.FL.VA.7a,</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes) 2. Work Time A. Reading for Gist: Promises to Keep, Pages 30–41 (10 minutes) B. Close Reading: Promises to Keep, Pages 38–41 (30 minutes) 3. Closing and Assessment A. Identifying Factors for Success</p>	<ul style="list-style-type: none"> I can explain how people or events led to Jackie Robinson’s success using specific information in the text. (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Close Reading Note-catcher: Promises to Keep, Pages 38–41 (RI.5.1, RI.5.3, RI.5.4, L.5.4a, L.5.4b) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Factor for Success: Historical Context anchor chart Factor for Success: Personal Qualities anchor chart

<p>5.FL.VA.7ai, 5.FL.VA.7aii</p>	<p>(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"> Factor for Success: Support from Decision Makers anchor chart Factor for Success: Support from Family, Friends, and Fans anchor chart Module Guiding Questions anchor chart
<p><u>Lesson 9</u> Close Read: Pages 42–45 of Promises to Keep</p> <p>RI.5.1, RI.5.3</p> <p>TN Standards 5.RI.KID 1, 5.RI.KID 3</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes) 2. Work Time A. Reading for Gist: Promises to Keep, Pages 42–45 (10 minutes) B. Close Reading: Promises to Keep, Pages 42–45 (30 minutes) 3. Closing and Assessment A. Identifying Factors for Success (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 explain how people or events led to Jackie Robinson’s success using specific information in the text. (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Close Reading Note-catcher: Promises to Keep, Pages 42–45 (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Factor for Success: Historical Context anchor chart Factor for Success: Personal Qualities anchor chart Factor for Success: Support from Decision Makers anchor chart Factor for Success: Support from Family, Friends, and Fans anchor chart Factor for Success: A Way to Communicate the Vision anchor chart Module Guiding Questions anchor chart
<p><u>Lesson 10</u> Reading Informational Texts: Summarizing and Explaining Factors for Success</p> <p>RI.5.1, RI.5.2, RI 5.3, W.5.2</p> <p>TN Standards 5.RI.KID.1, 5.RI.KID. 2, 5.RI KID.3, W.TTP.2</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist: Promises to Keep, Pages 46–49 (10 minutes) B. Summarizing the Text: Promises to Keep, Pages 30–49 (30 minutes) 3. Closing and Assessment A. Independent Writing: Explaining Factors for Success (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the</p>	<ul style="list-style-type: none"> I can summarize an informational text. (RI.5.2) I can explain how people or events led to Jackie Robinson’s success using specific information in the text. (RI.5.1, RI.5.3, W.5.2) 	<ul style="list-style-type: none"> Class Jackie Robinson timeline (RI.5.1, RI.5.2) Support from Family, Friends, and Fans paragraph or A Way to Communicate the Vision paragraph (RI.5.3, W.5.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Module Guiding Questions anchor chart Factor for Success: Support from Family, Friends, and Fans anchor chart Factor for Success: A Way to Communicate the Vision anchor chart

	<p>front of your independent reading journal.</p>			
<p>Lesson 11 Reading Informational Texts: Explaining Factors for Success</p> <p>RI.5.1, RI.5.10, SL.5.2</p> <p>TN Standards 5.RI.KID.1, 5.RI KID.3</p>	<p>1. Opening A. Back-to-Back and Face-to-Face Protocol: Factors for Jackie Robinson’s Success (5 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Reading for Gist: Promises to Keep, Pages 50–57 (10 minutes) B. Rereading to Gather Evidence: Factors for Success (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Habits of Character (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 gather evidence that supports how people or events led to Jackie Robinson’s success. (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Participation in additions to factor for success anchor charts (RI.5.1, RI.5.3) Participation in additions to habits of character anchor charts (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Module Guiding Questions anchor chart Working to Become Effective Learners anchor chart Factor for Success: Historical Context anchor chart Factor for Success: Personal Qualities anchor chart Factor for Success: Support from Decision Makers anchor chart Factor for Success: Support from Family, Friends, and Fans anchor chart Factor for Success: A Way to Communicate the Vision anchor chart Working to Contribute to a Better World anchor chart
<p>Lesson 12 End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text</p> <p>RI.5.3, RI.5.10, SL.5.2</p> <p>TN Standards 5 RI.KID.3, 5.RRTC.10</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time A. Reading for Gist: Promises to Keep, Pages 58–59 (7 minutes) B. End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (30 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (10 minutes) B. Back-to-Back and Face-to-Face Protocol: Module Guiding Questions (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> I can summarize an informational text read aloud. (SL.5.2) I can explain how people or events led to Jackie Robinson’s success using specific information in the text. (RI.5.3) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (RI.5.3, RI.5.10, SL.5.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective Learners anchor chart

	A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
--	---	--	--	--



Fifth Grade Module 3: Unit 2: Opportunities to Lead Change: The Most Important Factors in Jackie Robinson’s Success

Habits of Character/Social-Emotional Learning Focus: **Work to Become Effective Learners, Become Ethical People, and Contribute to a Better World**

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 unit, students **work to become effective learners**. They practice showing initiative, responsibility, perseverance, and collaboration as they read and work together collaboratively, and manage their own time. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g. empathy, integrity, respect, compassion). They practice respect, compassion, and empathy in response to the potentially diverse views of different students after reading and discussing the texts, and when giving and receiving feedback, and integrity when completing research reading for homework each night. Students also **work to contribute to a better world**, putting learning to use to improve communities (e.g. citizenship, service). They use their strengths to help others grow when giving and receiving peer critique as they write their essays. 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: Analyzing a Short Video and Examining Point of View

This assessment centers on CCSS ELA RI.5.1, RI.5.6, RI.5.10, and SL.5.3 and has two parts. In Part I, students watch and listen to a short video about Robinson’s lifelong fight for civil rights, answering questions and completing a graphic organizer to summarize the main points the speaker makes and identify the reasons and evidence given to support each claim. In Part II, students reread a section of Promises to Keep, applying what they have learned to compare and contrast accounts of Jackie’s early months in Major League Baseball as told by different members of the Robinson family. They then demonstrate understanding by answering selected response and short answer questions about the point of view expressed in the passages.

End of Unit Assessment: Opinion Essay: Factors of Jackie Robinson’s Success

This assessment centers on CCSS ELA RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10, and L.5.2b and has two parts. In Part I, students continue working on the opinion essay begun in class by drafting a second body paragraph and conclusion. In Part II, they revise their essays to ensure that each reason is clearly linked to the stated opinion and is well supported by facts and details. They then edit to ensure that commas are correctly used to separate an introductory element from the rest of the sentence.

Required Unit Trade book(s): Promises to Keep: How Jackie Robinson Changed America

Suggested Pacing: This unit is approximately **3 weeks or 15 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 Reading Informational Texts: Determining an Author’s Point of View RI.5.1, RI.5.4, RI.5.6, L.5.5, L.5.5C	1. Opening A. Reviewing the Module Guiding Questions (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Describing Point of View:	<ul style="list-style-type: none"> I can describe an author’s point of view on the most important factor in Jackie Robinson’s success as a leader of social change. (RI.5.6) 	<ul style="list-style-type: none"> Describing Point of View handout (RI.5.1, RI.5.6) Participation during Interactive Word Wall protocol (RI.5.4, L.5.5b) 	<ul style="list-style-type: none"> Interactive Word Wall Close Readers Do These Things anchor chart Module Guiding Questions anchor chart Working to Become Effective

<p>TN Standards 5.RI.KID.1, 5.RI.CS.4, 5 RI.CS.6, 5 FL.VA.7a, 5 FL.VA.7aiii</p>	<p>Promises to Keep, Page 29 (20 minutes) B. Building Vocabulary: Interactive Word Wall (20 minutes) 3. Closing and Assessment A. Listening for Gist: “This I Believe: Free Minds and Hearts at Work” (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 use the relationship between words to better understand domain-specific Vocabulary about Jackie Robinson. (RI.5.4, L.5.5c) 		<p>Learners anchor chart</p>
<p>Lesson 2 Listening Closely: Summarizing the Points a Speaker Makes</p> <p>RI.5.4, SL.5.3, L5.4</p> <p>TN Standards 5.RI.CS.4, 5.SL.CC.3, 5.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Listening Closely: “This I Believe: Free Minds and Hearts at Work” (25 minutes) B. Working with Vocabulary (20 minutes) 3. Closing and Assessment A. Group Share: Vocabulary Chart (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 identify the points a speaker makes and explain how each claim is supported by evidence. (SL.5.3) I can determine the meaning of unfamiliar words from “This I Believe: Free Minds and Hearts at Work.” (RI.5.4, L.5.4) 	<ul style="list-style-type: none"> Listening Closely: “This I Believe: Free Minds and Hearts at Work” note-catcher (SL.5.3) Vocabulary charts (RI.5.4, L.5.4) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart
<p>Lesson 3 Close Read: “This I Believe: Free Minds and Hearts at Work”</p> <p>RI 5.1, RI.5.4, RI.5.6, RF.5.3, W5.2, SL.5.3, L5.4</p> <p>TN Standards 5.RI.KID.1, 5.RI.KID, 5.RI.CS.4, 5.RL.CS.5, 5 FL.F.5, 5.WTTP.2, 5.SL.CS.3, 5.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “This I Believe: Free Minds and Hearts at Work” (35 minutes) B. Summarizing a Text: “This I Believe: Free Minds and Hearts at Work” (10 minutes) 3. Closing and Assessment A. Research Reading Share (10 minutes) 4. Homework A. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can determine Jackie Robinson’s point of view on the most important factor in his success in leading social change. (RI.5.6) I can summarize the points Jackie Robinson makes. (SL.5.3) 	<ul style="list-style-type: none"> Close Reading: “This I Believe: Free Minds and Hearts at Work” note-catcher (RI.5.1, RI.5.4, RI.5.6, L.5.4) Describing Point of View handout (RI.5.1, RI.5.6) Summary: “This I Believe: Free Minds and Hearts at Work” (SL.5.3) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Criteria for an Effective Summary anchor chart Working to Become Ethical People anchor chart

	<p>Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 4 Listening Closely: Summarizing the Points a Speaker Makes</p> <p>RI. 5.6, W.5.2, SL.5.3</p> <p>TN Standards 5.RI.CS.6, 5.W.TTP.2, 5.SL.CC.3</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Listening Closely: “Jackie Robinson: Royals to Obamas” (25 minutes) B. Summarizing a Video: “Jackie Robinson: Royals to Obamas” (15 minutes) 3. Closing and Assessment A. Describing Point of View: “Jackie Robinson: Royals to Obamas” (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 identify and summarize the points the speaker makes in “Jackie Robinson: Royals to Obamas”, and explain how each claim is supported by reasons and evidence. (SL.5.3) I can describe the director’s point of view on the most important factor in Jackie Robinson’s success in leading social change. (RI.5.6) 	<ul style="list-style-type: none"> Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (SL.5.3) Summary: “Jackie Robinson: Royals to Obamas” (SL.5.3) Describing Point of View handout (RI.5.1, RI.5.6) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Criteria for an Effective Summary anchor chart
<p>Lesson 5 Reading Informational Texts: Comparing Point of View</p> <p>RI.5.6, W.5.2, L.5.2, L.5.2b, L.5.2d</p> <p>TN Standards 5.RI.CS.6, 5.W.TTP.2, 5.FL.SC.6, 5.FL.SC.6b, 5.FL.SC.6d</p>	<p>1. Opening A. Engaging the Reader: Factors for Success (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Guided Practice: Comparing Point of View (25 minutes) B. Independent Writing: Comparing Point of View (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.</p>	<ul style="list-style-type: none"> I can explain the similarities and differences in different author’s points of view on the most important factor in Jackie Robinson’s success in leading social change. (RI.5.6) I can write a paragraph comparing different authors’ points of view on the factor most important in Jackie Robinson’s success in leading social change. (RI.5.6, W.5.2, L.5.2b, L.5.2d) 	<ul style="list-style-type: none"> Comparing Point of View Paragraph (RI.5.6, W.4.2, L.5.2b, L.5.2d) Exit Ticket: Comparing Point of View (RI.5.6) 	<ul style="list-style-type: none"> Module Guiding Questions anchor chart Factor for Success: Historical Context anchor chart Factor for Success: Personal Qualities anchor chart Factor for Success: Support from Decision Makers anchor chart Factor for Success: Support from Family, Friends, and Fans anchor chart Factor for Success: A Way to Communicate the Vision anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 6 Mid-Unit 2 Assessment: Summarizing a Short Video and Examining Point of View</p>	<p>1. Opening A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can identify and summarize the points a speaker makes, and explain how each claim is supported by reasons and 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Summarizing a Short Video and Examining Point of View (RI.5.6, RI.5.10, SL.5.3) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor

<p>RI.5.6, RI.5.10, SL 5.3</p> <p>TN Standards 5.RI.CS.6, 5.RI.RRTC.10, 5.SL.CC.3</p>	<p>minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment, Part I: Summarizing a Video (15 minutes) B. Mid-Unit 2 Assessment, Part II: Examining Point of View (25 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (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>evidence. (SL.5.3)</p> <ul style="list-style-type: none"> I can explain the similarities and differences in different people's points of view on the most important factor in Jackie Robinson's success in leading social change. (RI.5.6) 		<p>chart</p> <ul style="list-style-type: none"> Interactive Word Wall Close Readers Do These Things anchor chart Discussion Norms anchor chart Working to Become Ethical People anchor chart Factors for Success anchor charts Working to Become Effective Learners anchor chart
<p><u>Lesson 7</u> Preparing for a Text-Based Discussion: Stating and Supporting an Opinion</p> <p>RI.5.9, W.5.1, W.5.1a, SL 5.1, SL.5.1a</p> <p>TN Standards 5.RI.IKI.9, 5W.TTP.1, 5.W.TTP.1a, 5.SL.CC.1</p>	<p>1. Opening A. Building Vocabulary: Interactive Word Wall (10 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Developing an Opinion: Factors for Success (15 minutes) B. Determining Reasons and Gathering Evidence: Factors for Success (25 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 state an opinion and support it with reasons and evidence. (RI.5.9, W.5.1a) 	<ul style="list-style-type: none"> Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (RI.5.9, SL.5.1a) 	<ul style="list-style-type: none"> Interactive Word Wall protocol Close Readers Do These Things anchor chart Discussion Norms anchor chart Working to Become Ethical People anchor chart Factors for Success anchor charts
<p><u>Lesson 8</u> Text-Based Discussion: Most Important Factors for Jackie Robinson's Success in Leading Change</p> <p>RI.5.9, SL.5.1, SL 5.1a</p> <p>TN Standards 5.RI.IKI.9, 5.SL. CC.1</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Preparing for a Text-Based Discussion (10 minutes) B. Participating in a Text-Based Discussion: Round I (15 minutes) C. Participating in a Text-Based Discussion: Round II (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Key Ideas and</p>	<ul style="list-style-type: none"> I can effectively participate in a text-based discussion about which factors I think were most important to Jackie Robinson's success in leading social change. (RI.5.9, SL.5.1) I can review the key ideas discussed and draw conclusions. (SL.5.1d) 	<ul style="list-style-type: none"> Participation in text-based discussion (RI.5.9, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d) Discussion Notes Form: Jackie Robinson (SL.5.1c, SL.5.1d) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Discussion Norms anchor chart Working to Contribute to a Better World anchor chart

	<p>Drawing Conclusions (15 minutes)</p> <p>4. Homework A. Choose and respond to an opinion Quick Write prompt from your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><u>Lesson 9</u> Writing an Opinion Essay: Analyzing a Model</p> <p>RF.5.3, W.5.1, W.5.4, W.5.5</p> <p>TN Standards 5.FL.PWR.3, 5.W.TTP.1, 5W.PDW.4, 5.W.PDW.5</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Analyzing a Model (20 minutes) B. Language Dive I: Model Essay: Branch Rickey (15 minutes)</p> <p>3. Closing and Assessment A. Debrief: Opinion Writing Checklist (5 minutes)</p> <p>4. Homework A. Choose and respond to an opinion Quick Write prompt from your Unit 2 Homework. B. Complete the Language Dive I Practice: Model Essay: Branch Rickey in your Unit 2 Homework. C. 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 use the Painted Essay® structure to analyze a model. (W.5.1, W.5.4, W.5.5) 	<ul style="list-style-type: none"> The Painted Essay® template (W.5.1, W.5.4, W.5.5) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart
<p><u>Lesson 10</u> Writing an Opinion Essay: Planning</p> <p>W.5.1, W.5.1a, W.5.1b, W.5.4, W.5.5, W.5.9, W.5.9b, SL.5.1</p> <p>TN Standards 5.W.TTP.1, 5.W.TTP.1a, 5.W.TTP.1b, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.9, 5.SLCC.2</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Guided Practice: Planning an Opinion Essay (15 minutes) B. Independent Practice: Planning an Opinion Essay (25 minutes)</p> <p>3. Closing and Assessment C. Peer Critique: Opinion Writing Planning (15 minutes)</p> <p>4. Homework A. Complete the Introductory</p>	<ul style="list-style-type: none"> I can plan an essay that states an opinion and has reasons that I can plan an essay that states an opinion and has reasons that are supported by facts and details. (W.5.1, W.5.4, W.5.9b) I can give kind, helpful, and specific feedback to my partner. (W.5.5, SL.5.1) 	<ul style="list-style-type: none"> Opinion Writing Planning graphic organizer (W.5.1, W.5.4, W.5.5, W.5.9b) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Factors for Success anchor charts Working to Contribute to a Better World anchor chart

	<p>Elements 1 in your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 11 Writing an Opinion Essay: Drafting an Introduction</p> <p>W.5.1, W.5.1b, W.5.4, W.5.9, W.5.9b L.5.2, L.5.2b</p> <p>TN Standards 5.W.TTP.1, 5.W.TTP.1b, 5.W.PDW.4, 5.W.RBPK.9, 5.FL.SC.6</p>	<p>1. Opening A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive II: Model Essay: Branch Rickey (15 minutes) B. Independent Writing: Drafting an Introduction (25 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework. B. Complete the Language Dive II Practice: Model Essay: Branch Rickey in your Unit 2 Homework. C. 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 use a comma to separate an introductory element from the rest of the sentence. (L.5.2b) I can write an introductory paragraph for my essay giving context on the issue and clearly stating my opinion. (W.5.1b, W.5.4, W.5.9b) 	<ul style="list-style-type: none"> Introduction to Opinion Essay (W.5.1a) 	<ul style="list-style-type: none"> Characteristics of Opinion Essays anchor chart Close Readers Do These Things anchor chart Writing Short Constructed Responses anchor chart
<p>Lesson 12 Writing an Opinion Essay: Drafting Proof Paragraph 1</p> <p>W.5.1, W.5.1a, W.5.1b, W.5.1d, W.5.9, W.5.9b L.5.2, L.5.2b</p> <p>TN Standards 5.W.TTP.1, 5.W.TTP.1b, 5.W.PDW.4, 5.W.RBPK.9, 5.FL.SC.6</p>	<p>1. Opening A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraphs 1 and 2 (15 minutes) B. Reviewing the Learning Target (5 minutes) 2. Work Time A. Independent Writing: Drafting Proof Paragraph 1 (20 minutes) 3. Closing and Assessment A. The Painted Essay®: Sorting and Color-Coding the Parts of the Conclusion (20 minutes) 4. Homework A. Complete the Introductory</p>	<ul style="list-style-type: none"> I can write Proof Paragraph 1 of my essay using evidence from the text to support a reason for my opinion. (W.5.1a, W.5.1b) 	<ul style="list-style-type: none"> Proof Paragraph 1 of Opinion Essay (W.5.1a, W.5.1b) 	<ul style="list-style-type: none"> Characteristics of Opinion Essays anchor chart Working to Become Effective Learners anchor chart

	<p>Elements II in your Unit 2 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 13 End of Unit 2 Assessment, Part I: Writing an Opinion Essay</p> <p>RI.5.9, W.5.1, W.5.1a, W.5.1b, W.5.1d, W.5.4, W.5.9b, W.5.10</p> <p>TN Standards 5.RI.IK1.9, 5.W.TTP.1, 5.W.PDW.4, 5.W.RBPK.9, 5.W.RW.10</p>	<p>1. Opening A. Returning Mid-Unit 2 Assessment (5 minutes) B. Reviewing the Learning Target (5 minutes) 2. Work Time A. End of Unit 2 Assessment, Part I: Opinion Essay: Factors of Jackie Robinson’s Success (35 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework B. Choose and respond to an opinion Quick Write prompt from your Unit 2 Homework. C. 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 Paragraph 2 and the conclusion of my essay using evidence from the text to support a reason for my opinion. (RI.5.9, W.5.1a, W.5.1b, W.5.1d, W.5.4, W.5.9b, W.5.10) 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part I: Opinion Essay: Factors of Jackie Robinson’s Success (RI.5.9, W.5.1, W.5.4, W.5.9b, W.5.10) 	<ul style="list-style-type: none"> Characteristics of Opinion Essays anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 14 Peer Critique</p> <p>W.5.1, W.5.1c, W.5.5, SL.5.1, L.5.2, L.5.2b</p> <p>TN Standards 5.W.TTP.1, 5.W.PDW.5, 5.SL.CC.1, 5.FL.SC.6, 5.FL.SC.6b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Linking Words and Phrases (15 minutes) B. Peer Critique: Linking Words and Phrases (35 minutes) 3. Closing and Assessment A. Annotating Draft for Revision (5 minutes) 4. Homework A. Complete the Athlete Leader of Social Change form in your Unit 2 Homework. B. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework. C. Accountable Research Reading. Select a prompt and respond in the</p>	<ul style="list-style-type: none"> I can link my opinion and reasons using linking words and phrases. (W.5.1c) I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b) I can give kind, helpful, and specific feedback to my partner. (W.5.5, SL.5.1) 	<ul style="list-style-type: none"> Draft Opinion Essay with Revision Notes (W.5.1c, W.5.5, SL.5.1, L.5.2b) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Peer Critique Protocol anchor chart

	front of your independent reading journal.			
<p>Lesson 15 End of Unit 2 Assessment, Part II: Revising an Opinion Essay</p> <p>W.5.1, W.5.1c, W.5.5, SL.5.1, L.5.2, L.5.2b</p> <p>TN Standards 5.W.TTP.1, 5.W.PDW.5, 5.SL.CC.1, 5.FL.SC.6, 5.FL.SC.6b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 2 Assessment, Part II: Opinion Essay: Factors of Jackie Robinson’s Success (40 minutes)</p> <p>3. Closing and Assessment A. Writer’s Gallery (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 revise my writing to link my opinion and reasons using linking words and phrases. (W.5.1c, W.5.5) I can revise my writing to correctly use a comma to separate an introductory element from the rest of the sentence. (W.5.5, L.5.2b) 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part II: Opinion Essay: Factors of Jackie Robinson’s Success (W.5.1c, W.5.5, L.5.2b) 	<ul style="list-style-type: none"> Characteristics of Opinion Essays anchor chart Working to Become Effective Learners anchor chart



Fifth Grade Module 3: Unit 3: Opportunities to Lead Change: Common Factors That Contribute to Success in Leading Social Change

Habits of Character/Social-Emotional Learning Focus: Work to Become Ethical People, Become Effective Learners, and Contribute to a Better World

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 unit, students **work to become effective learners**. They practice showing initiative, responsibility, perseverance, and collaboration as they work together collaboratively, and manage their own time. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They practice respect, compassion, and empathy in response to the potentially diverse views of different students after reading the texts, and integrity when completing research reading for homework each night. Students also **work to contribute to a better world**, putting learning to use to improve communities (e.g., citizenship, service). They use their strengths to help others as they highlight the factors that contribute to the success of effective leaders of social change. 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: Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers

This assessment centers on CCSS ELA RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.10, and L.5.1e. In Part I, students watch a video and read about a new professional athlete, Janet Guthrie, and identify the similarities and differences between the factors that supported her success in being an effective leader of social change with those of Jackie Robinson. They then write an on-demand essay outlining the similarities and differences using evidence from both texts. In an optional Part II, students complete short answer and multiple choice questions to demonstrate their ability to use correlative conjunctions.

End of Unit Assessment: Multimedia Presentation

This assessment centers on CCSS ELA RI.5.1, RI.5.9, SL.5.4, SL.5.5, and SL.5.6. Students synthesize their research by sharing their thinking about the key factors that support success in being an effective leader of social change in a multimedia presentation.

Required Unit Trade book(s): *Promises to Keep: How Jackie Robinson Changed America*

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 Close Reading: Jim Abbott RI.5.1, RI.5.4, W.5.8, L5.4 TN Standards	1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “Jim Abbott” (40 minutes)	<ul style="list-style-type: none"> I can identify the factors that contributed to Jim Abbott’s success as a leader of social change, using specific information in the text. (RI.5.1, W.5.8) 	<ul style="list-style-type: none"> Close Reading Note-catcher: “Jim Abbott” (RI.5.1, W.5.8) Comparison to Jackie Robinson note-catcher (RI.5.1) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Close Readers Do These Things anchor chart Factor for Success: Historical Context anchor chart

<p>5.RI.KID.1, 5.RI.CS.4, 5.W.RBPK.8, 5.FL.VA.7a</p>	<p>3. Closing and Assessment A. Comparing and Contrasting Jim Abbott and Jackie Robinson (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 compare and contrast the factors that contributed to Jackie Robinson’s success as a leader of social change and those that contributed to Jim Abbott’s success. (RI.5.1, W.5.8) 		<ul style="list-style-type: none"> Factor for Success: Personal Qualities anchor chart Factor for Success: Support from Decision Makers anchor chart Factor for Success: Support from Family, Friends, and Fans anchor chart Factor for Success: A Way to Communicate the Vision anchor chart Working to Become Effective Learners anchor chart
<p><u>Lesson 2</u> Research: Athlete Leaders of Social Change RI.5.1, W.5.1, RF.5.3, W.5.2, W.5.5, W.5.7, W.5.8, L.5.4 <u>TN Standards</u> 5.RI.KID.1, 5 W.RBPK.8, 5.FL.PWR.3, 5.W.TTP.2, 5.W.RBPK.5, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Listening Closely: “This I Believe: Free Minds and Hearts at Work” (25 minutes) B. Working with Vocabulary (20 minutes) 3. Closing and Assessment A. Group Share: Vocabulary Chart (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 research to identify the factors that contributed to the success of my athlete as a leader of social change. (RI.5.1, W.5.8) I can compare and contrast the factors that contributed to Jackie Robinson’s success as a leader of social change and those that contributed to my athlete’s success. (RI.5.1, W.5.8) 	<ul style="list-style-type: none"> Listening Closely: “This I Believe: Free Minds and Hearts at Work” note-catcher (SL.5.3) Vocabulary charts (RI.5.4,L5.4) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Researchers Do These Things anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Factor for Success anchor charts
<p><u>Lesson 3</u> Research: Athlete Leaders of Social Change RI.5.1, W.5.1, RF.5.3, W.5.2, W.5.5, W.5.7, W.5.8, L.5.4 <u>TN Standards</u> 5.RI.KID.1, 5 W.RBPK.8, 5.FL.PWR.3, 5.W.TTP.2, 5.W.RBPK.5, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: Model Essay (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: The Painted Essay (20 minutes) B. Internet Research (70 minutes) 3. Closing and Assessment A. Comparing and Contrasting Athlete and Jackie Robinson (15 minutes) 4. Homework</p>	<ul style="list-style-type: none"> I can research to identify the factors that contributed to the success of my athlete as a leader of social change. (RI.5.1, W.5.8) I can compare and contrast the factors that contributed to Jackie Robinson’s success as a leader of social change and those that contributed to my athlete’s success. (RI.5.1, W.5.8) 	<ul style="list-style-type: none"> Annotated and color-coded Model Essay: Comparing and Contrasting Jackie Robinson and Jim Abbott (W.5.2, W.5.5) Research note-catcher (RI.5.1, W.5.8) Comparison to Jackie Robinson note-catcher (RI.5.1, W.5.8) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Researchers Do These Things anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Factor for Success anchor charts

	A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
<p>Lesson 4 Independent Writing: Planning an Essay</p> <p>RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.5, W.5.8, L.5.1, L.5.1e</p> <p>TN Standards 5.RI.KID.1, 5.W.RBPK.9, 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.SL.CC.1</p>	<p>1. Opening A. Engaging the Reader: Model Essay (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Planning an Essay (30 minutes) B. Language Dive: Model Essay: Correlative Conjunctions (15 minutes) 3. Closing and Assessment A. Pair-Share: Essay Planning Graphic Organizer (5 minutes) 4. Homework A. Complete the Language Dive Practice: Model Essay: Correlative Conjunctions 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 plan an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to my athlete's success. (RI.5.9, W.5.2, W.5.4, W.5.6, W.5.8) I can use correlative conjunctions correctly. (L.5.1e) 	<ul style="list-style-type: none"> Essay comparing and contrasting Jackie Robinson and expert group athlete (RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.8, L.5.1e) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 5 Independent Writing: Drafting an Essay</p> <p>RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.8, L.5.1, L.5.1e</p> <p>TN Standards 5.RI.KID.1, 5.W.RBPK.9, 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.SL.CC.1</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Drafting an Essay (40 minutes) 3. Closing and Assessment A. Peer Critique: 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 explain the similarities and differences in different author's points of view on the most important factor in Jackie Robinson's success in leading social change. (RI.5.6) I can write a paragraph comparing different authors' points of view on the factor most important in Jackie Robinson's success in leading social change. (RI.5.6, W.5.2, L.5.2b, L.5.2d) 	<ul style="list-style-type: none"> Essay comparing and contrasting Jackie Robinson and expert group athlete (RI.5.1, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.8, L.5.1e) Stars and steps on sticky notes (W.5.5) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Working to Become Ethical People anchor chart Peer Critique Protocol anchor chart
<p>Lesson 6 Mid-Unit 3 Assessment: Comparing and Contrasting Athletes Who Broke Barriers</p>	<p>1. Opening A. Returning End of Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can plan and write an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers (RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Close Readers Do These Things anchor chart

<p>RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e</p> <p>TN Standards 5.RI.KID.1, 5.RI.KID.3, 5.RI.IKI.7, 5.RI.IKI.9, 5.RI.RRTC.10, 5.W.TTP.2, 5.W.PDW.4, 5.WPDW.5, 5.WPDW.6, 5.RBPK.7, 5.RBPK.9, 5.W.RW.10, 5.FL.SC.6</p>	<p>2. Work Time A. Mid-Unit 3 Assessment: Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers (95 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>those that contributed to another athlete's success. (RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e)</p> <ul style="list-style-type: none"> I can use correlative conjunctions correctly. (L.5.1e) 	<p>W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e)</p> <ul style="list-style-type: none"> Tracking Progress: Informative Writing (W.2) 	
<p>Lesson 7 Mid-Unit 3 Assessment: Comparing and Contrasting Athletes Who Broke Barriers</p> <p>RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e</p> <p>TN Standards 5.RI.KID.1, 5.RI.KID.3, 5.RI.IKI.7, 5.RI.IKI.9, 5.RI.RRTC.10, 5.W.TTP.2, 5.W.PDW.4, 5.WPDW.5, 5.WPDW.6, 5.RBPK.7, 5.RBPK.9, 5.W.RW.10, 5.FL.SC.6</p>	<p>1. Opening A. Returning End of Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 3 Assessment: Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers (95 minutes) 3. Closing and Assessment A. Tracking Progress (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 plan and write an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to another athlete's success. (RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e) I can use correlative conjunctions correctly. (L.5.1e) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers (RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e) Tracking Progress: Informative Writing (W.2) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Close Readers Do These Things anchor chart
<p>Lesson 8 Planning a Presentation</p> <p>RI.5.1, RI.5.9, SL.5.4, SL.5.5</p> <p>TN Standards 5.R5.SL.PK1.4.I.KID.1, 5.RI.IKI.9, 5.SL.PK1.5,</p>	<p>1. Opening A. Engaging the Reader: End of Unit 3 Assessment Prompt (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model: Structure and Presentation (20 minutes) B. Planning a Presentation: Slides (25 minutes) 3. Closing and Assessment A. Pair-Share: Presentation Planning Graphic Organizer (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the</p>	<ul style="list-style-type: none"> I can analyze a model to generate criteria for an effective presentation about key factors that can contribute to success in being an effective leader of social change. (SL.5.4, SL.5.5) I can plan the structure of an effective presentation about key factors that can contribute to success in being an effective leader of social change. (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Presentation Planning graphic organizer (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Contribute to a Better World anchor chart Working to Become Effective Learners anchor chart Effective Presentation anchor chart Factor for Success anchor charts

	front of your independent reading journal.			
<p>Lesson 9 Creating and Practicing a Presentation</p> <p>RI.5.1, RI.5.9, RF.5.3 SL.5.1, SL.5.4, SL.5.5, SL.5.6</p> <p>TN Standards 5.RI.KID.1, 5.RI.IKI.9, 5.FL.PWR.3, 5.SL.CC.1, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Using Slideshow Software (15 minutes) B. Creating and Practicing a Presentation (70 minutes) C. Language Dive: Formal and Informal English (15 minutes) 3. Closing and Assessment A. Peer Critique: Presentations (15 minutes) 4. Homework A. Complete the Language Dive Practice: Model Presentation: Formal and Informal English in your Unit 2 Homework resources. B. Practice presentations. C. 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 create a slideshow for an effective presentation about key factors that can contribute to success in being an effective leader of social change. (RI.5.1, RI.5.9, SL.5.4, SL.5.5) I can use formal English and effectively present about key factors that can contribute to success in being an effective leader of social change. (SL.5.4, SL.5.5, SL.5.6) I can critique another pair's presentation and provide kind, helpful, and specific feedback. (SL.5.1) 	<ul style="list-style-type: none"> Presentation slideshow (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Effective Presentation anchor chart Working to Become Effective Learners anchor chart Factor for Success anchor charts Peer Critique Protocol anchor chart
<p>Lesson 10 Creating and Practicing a Presentation</p> <p>RI.5.1, RI.5.9, RF.5.3 SL.5.4, SL.5.5, SL 5.6</p> <p>TN Standards 5.RI.KID.1, 5.RI.IKI.9, 5.FL.PWR.3, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Using Slideshow Software (15 minutes) B. Creating and Practicing a Presentation (70 minutes) C. Language Dive: Formal and Informal English (15 minutes) 3. Closing and Assessment A. Peer Critique: Presentations (15 minutes) 4. Homework A. Complete the Language Dive Practice: Model Presentation: Formal and Informal English in your Unit 2 Homework resources. B. Practice presentations. C. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can create a slideshow for an effective presentation about key factors that can contribute to success in being an effective leader of social change. (RI.5.1, RI.5.9, SL.5.4, SL.5.5) I can use formal English and effectively present about key factors that can contribute to success in being an effective leader of social change. (SL.5.4, SL.5.5, SL.5.6) I can critique another pair's presentation and provide kind, helpful, and specific feedback. (SL.5.1) 	<ul style="list-style-type: none"> Presentation slideshow (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Effective Presentation anchor chart Working to Become Effective Learners anchor chart Factor for Success anchor charts Peer Critique Protocol anchor chart

	<p>Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 11 End of Unit 3 Assessment: Multimedia Presentations</p> <p>RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6</p> <p>TN Standards 5.RI.KID.1, 5.RI.IKI.9, SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6</p>	<p>1. Opening A. Returning Mid-Unit 3 Assessment (5 minutes) B. Reviewing Learning Target (10 minutes)</p> <p>2. Work Time A. Delivering Presentations (40 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 effectively deliver my presentation. (RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6) 	<ul style="list-style-type: none"> Student presentations (RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Effective Presentation anchor chart
<p>Lesson 12 Performance Task: Poster</p> <p>RI.5.1, RI.5.9, W.5.4, W.5.8, W5.9, W.5.9b</p> <p>TN Standards 5.RI.KID.1, 5.RI.IKI.9, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.W.RBPK.9</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Planning and Creating Performance Task Posters (100 minutes)</p> <p>3. Closing and Assessment A. Sharing Our Work: Performance Task Posters (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 plan and create a poster for a display titled “Be an Effective Leader of Change.” (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Poster: Be an Effective Leader of Change (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Contribute to a Better World anchor chart Effective Presentation anchor chart Factor for Success anchor charts Working to Become Effective Learners anchor chart Discussion Norms anchor chart Peer Critique Protocol anchor chart

<p>Lesson 13 Performance Task: Poster</p> <p>RI.5.1, RI.5.9, W.5.4, W.5.8, W5.9, W.5.9b</p> <p>TN Standards 5.RI.KID.1, 5.RI.IKI.9, 5.W.PDW.4, 5.W.PDW.5, 5.W.RBPK.8, 5.W.RBPK.9</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Planning and Creating Performance Task Posters (100 minutes)</p> <p>3. Closing and Assessment A. Sharing Our Work: Performance Task Posters (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 plan and create a poster for a display titled “Be an Effective Leader of Change.” (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Poster: Be an Effective Leader of Change (RI.5.1, RI.5.9, SL.5.4, SL.5.5) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Contribute to a Better World anchor chart Effective Presentation anchor chart Factor for Success anchor charts Working to Become Effective Learners anchor chart Discussion Norms anchor chart Peer Critique Protocol anchor chart
--	--	--	---	--