Fifth Grade	Meaning-Based Map: EL Curriculum at-a-Glance	Module 4

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. 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.

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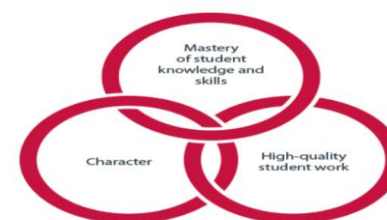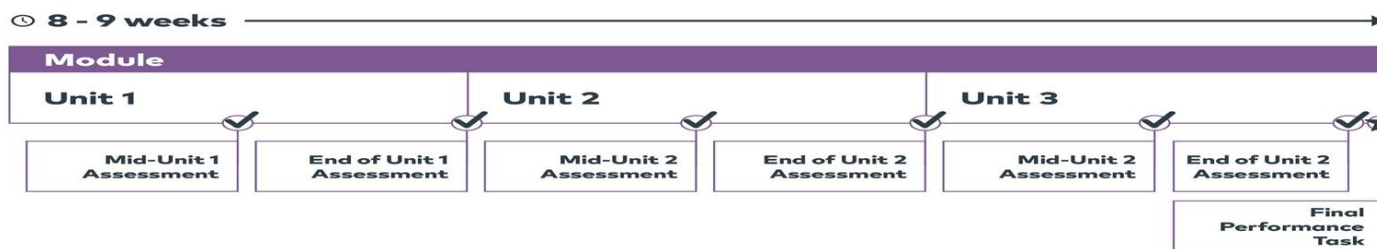
3 Dimensions of Student Work: Principles that underlie the curriculum

- **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

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Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, 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--lz66v-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(3).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 Resources	
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-3hf0NArZIqQnNwqqkBlpd9p8QUk2BlgwseUr8mLw?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 4: The Impact of Natural Disasters
In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. In Unit 1, students work in expert groups to research a natural disaster, focusing on answering the question: "How do natural disasters affect the people and places that experience them?" As they research, they think about how authors use reasons and evidence to support particular points. Students then use their research to write and record a public service announcement (PSA) explaining how to stay safe during a natural disaster. In Unit 2, students read and analyze literary texts about the aftermath of natural disasters, including poems, songs, and Eight Days: A Story of Haiti by Edwidge Danticat, a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti. In the first half of the unit, students analyze the way illustrations in texts and visuals in videos contribute to the meaning, tone, and beauty of the text. In the second half of the unit, they analyze how the narrator's or speaker's point of view influences how events are described. In Unit 3, students take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, students present to a live audience about preparing for a natural disaster. They present their PSAs; unpack an emergency preparedness kit, giving the rationale for the items included; and distribute an informational leaflet. This performance task centers on CCSS ELA **SL.5.4, SL.5.5, and SL.5.6**.

Guiding Questions and Big Ideas

- **How do natural disasters affect the people and places that experience them?**
- *Natural disasters can devastate people and places.*
- *A narrator's or speaker's point of view influences how events in a literary text are described.*
- *Visual elements in literature contribute to the meaning, tone, and beauty of the text.*
- **How can we prepare for a natural disaster?**
- *We can prepare for a natural disaster by learning about what to do in the event of a natural disaster and preparing an emergency preparedness kit..*

Task should align to
- Topic
- Targets
- Texts

The 4 T's	
Topic The Impact of Natural Disasters	*Task* *Presentation: Preparing for a Natural Disaster*
Targets (standards explicitly taught and assessed) SL.5.4, SL.5.5, and SL.5.6	**Texts** Eight Days: A Story of Haiti

Fifth Grade Module 4: Unit 1: Researching Natural Disasters: Physical Impact

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Effective learners and Work to 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 by 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 continue to **work to become effective learners** by showing perseverance, collaborating, taking responsibility, and taking initiative as they work in expert groups and write their PSAs. Students also continue to **work to contribute to a better world** by applying their learning to help the community by explaining how to stay safe during a natural disaster in their PSAs. 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 How an Author Uses Reasons and Evidence to Support Points

This assessment centers on CCSS ELA RI.5.4, RI.5.8, and L.5.4a. In this assessment, students read a new text on the destruction caused by earthquakes in Chile and Haiti. They use context clues to determine the meaning of general academic and domain-specific vocabulary words and answer selected response questions to identify the reasons and evidence the author uses to support key points in the text.

End of Unit Assessment: Recording a PSA

This assessment centers on CCSS ELA SL.5.4, SL.5.6, L.5.2a and L.5.2c and has two parts. In Part I, students record their PSAs, written in class, about how to stay safe during a natural disaster. They are assessed on the content of the PSA, as well as on their ability to speak clearly, at an understandable pace, and in a style appropriate to their audience and purpose. In Part II, students edit a paragraph to demonstrate an ability to correctly use punctuation to separate items in a series and commas to set off words and phrases.

Required Unit Trade book(s): Eight Days: A Story of Haiti

Suggested Pacing: This unit is approximately **2.5 weeks or 9 sessions of instruction.**
Note: (1) 2017-18 Power Standards highlighted in **red**. (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 Impact of Natural Disasters** RI.5.1, W.5.8, SL.5.1 **TN Standards** **5.RI.KID.1, 5.WRBPK.8, 5.SL.CC.1**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Back-to-Back and Face-to-Face: Poetry about Natural Disasters (15 minutes) B. Infer the Topic: The Impact of Natural Disasters (15 minutes) C. Introducing the Performance Task and Module Guiding Questions (5 minutes)	• I can infer the topic of this module from images, texts, and videos. (RI.5.1, W.5.8, SL.5.1) • I can draw conclusions about the module topic following a discussion. (SL.5.1	• I Notice/I Wonder note-catcher (RI.5.1, W.5.8, SL.5.1)	• Infer the Topic protocol • World Café protocol • Performance Task anchor chart • Module Guiding Questions

	3. Closing and Assessment A. World Café: The Impact of Natural Disasters (20 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.			
Lesson 2 **Launching Research of Natural Disasters** W.5.7, W.5.8 **TN Standards** **5.WRBPK.7, 5.WRBPK.8**	**1. Opening** A. Reflecting on Module Guiding Questions (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Developing Research Questions (10 minutes) B. Choosing Expert Groups (10 minutes) C. Expert Group Work: Videos of Natural Disasters (15 minutes) **3. Closing and Assessment** A. Launching Independent Reading (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	• I can cite evidence from a source to support answers to my research questions. (W.5.7, W.5.8)	• Natural Disasters Research Note-catcher (W.5.7, W.5.8)	• **Working to Become Ethical People anchor chart** • Strategies to Answer Selected • Response Questions anchor chart • Close Readers Do These Things anchor chart • Fluent Readers Do These Things anchor chart
Lesson 3 **Reading Informational Texts: Researching Expert Group Natural Disasters** RI.5.1, W.5.7, W.5.8 **TN Standards** **5 RI. KID.1, 5.WRBPK.7, 5.WRBPK.8**	**1. Opening** A. Expert Group Work: Reading for Gist and Unfamiliar Vocabulary (15 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Expert Group Work: Researching Natural Disasters (35 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face: Natural Disasters Research (5 minutes) **4. Homework**	• I can read an informational text closely and take notes in order to answer research questions. (RI.5.1, W.5.7, W.5.8) • I can cite evidence from the text to support my answers to questions. (RI.5.1)	• Natural Disasters Research note-catcher (RI.5.1, W.5.7, W.5.8)	• Catch and Release protocol • Close Readers Do These Things anchor chart • **Working to Become Ethical People anchor chart**

	A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.			
<u>Lesson 4</u> **Close Read: How Well Is Your Community Prepared?** RI.5.1, RI.5.4, RI.5.8, W.5.7, W.5.8 L.5.2, L.5.2a, L.5.4 **TN Standards** **5 RI. KID.1, 5.RI.CS.4, 5.RI.IKI.8, 5.WRBPK.7, 5.WRBPK.8, 5.FL.SC.6, 5.FL.SC.6a, 5.FL.VA.7b**	**1. Opening** A. Reading for Gist and Unfamiliar Vocabulary: "How Well is Your Community Prepared?" (10minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Close Reading: "How Well is Your Community Prepared?" (30 minutes) B. Language Dive: "How Well is Your Community Prepared?" (10 minutes) **3. Closing and Assessment** A. Exit Ticket: "How Well is Your Community Prepared?"(5 minutes) **4. Homework** A. Complete the Language Dive Practice: "How Well is Your Community Prepared?" in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	• I can explain how the author uses reasons and evidence to support a point. (RI.5.8) • I can read an informational text closely and take notes in order to answer research questions. (RI.5.1, W.5.7, W.5.8)	• Close Reading Note-Catcher: "How Well is Your Community Prepared?" (RI.5.1, RI.5.4, RI.5.8, W.5.7, W.5.8, L.5.2a, L.5.4) • Natural Disasters Research Note-catcher (RI.5.1, W.5.7, W.5.8)	• Close Readers Do These Things anchor chart • **Working to Become Effective Learners anchor chart** • Exit Ticket
<u>Lesson 5</u> **Reading Informational Texts: Researching Expert Group Natural Disasters** RI.5.1, W.5.7, W5.8, SL 5.1, SL 5.1a **TN Standards** **5. RI.KID.1, 5.WRBPK.8, 5.SL.CC.1**	**1. Opening** A. Engaging the Learner: Revisiting Class World Café Anchor Charts (10 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Expert Group Work: Researching Ways to Stay Safe During a Natural Disaster (30 minutes) **3. Closing and Assessment** A. Preparing for a Science Talk (15 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal	• I can read an informational text closely and take notes in order to answer research questions. (RI.5.1, W.5.7, W.5.8) • I can cite evidence from the text to support my answers to questions. (RI.5.1) • I can prepare for a Science Talk about how natural disasters affect the people and places that experience them by identifying appropriate evidence from sources about natural disasters. (SL.5.1a)	• Natural Disasters Research note-catcher (RI.5.1, W.5.7, W.5.8) • Natural Disasters: Preparing for a Science Talk note-catcher (SL.5.1)	• Class World Café anchor charts • **Working to Become Ethical People anchor chart** • Close Readers Do These Things anchor chart

Lesson 6 **Mid-Unit 1 Assessment: Analyzing How an Author Uses Reasons and Evidence to Support Points** RI, 5.4, RI.5.8, L.5.4, L.5.4a **TN Standards** **5.RI.CS.4, 5.RI.IKI.8, 5.FL.VA.7a, 5.fl.VA.7ai**	**1. Opening** A. Reviewing Learning Target (5 minutes) **2. Work Time** A. Mid-Unit 1 Assessment: Analyzing How an Author Uses Reasons and Evidence to Support Points (40 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.	• I can identify reasons and evidence an author gives to support a specific point. (RI.5.8)	• Mid-Unit 1 Assessment: Analyzing How an Author Uses Reasons and Evidence to Support Points (RI.5.4, RI.5.8, L.5.4a)	• Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 7 **Text-Based Discussion: Science Talk about Natural Disasters** SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d **TN Standards** **5.1 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 and respond in the front of your Independent Reading journal.	• I can effectively participate in a Science Talk about how natural disasters affect the people and places that experience them. (SL.5.1a, SL.5.1b, SL.5.1c) • I can ask questions so I am clear about what is being discussed and to build my understanding of the topic. (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 sheet (SL.5.1c, SL.5.1d	• Science Talk • **Working to Become Ethical People anchor chart** • Participating in a Science Talk anchor chart • **Discussion Norms anchor chart** • **Working to Contribute to a Better World anchor chart** • Class World Café anchor charts
Lesson 8 **Writing a PSA: Analyzing a Model** W.5.2, W.5.4 **TN Standards** **5.W.TTP.2, 5.W.PDW.4**	**1. Opening** A. Engaging the Learner: Listening to Model PSAs (20 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Analyzing a Model and Generating Criteria for an Effective PSA (25 minutes) 3. Closing and Assessment A. Research Reading Share (10 minutes)	• I can analyze a model in order to generate criteria for an effective PSA. (W.5.2, W.5.4)	• Participation in creation of Characteristics of PSAs anchor chart (W.5.2, W.5.4)	• Performance Task anchor chart • **Working to Become Effective Learners anchor chart** • **Working to Become Ethical People anchor chart** • **Working to Contribute to a Better World anchor chart** • Characteristics of PSAs anchor chart

	4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.			
Lesson 9 **Writing a PSA: Planning and Drafting the Introduction** W.5.2, W.5.2a, W.5.2b, W.5.4, W.5.5 **TN Standards** **5.W.TTP.2, 5.W.TTP.2a, 5.W.PDW.4, 5W.PDW.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Planning a PSA (25 minutes) B. Analyzing a Model PSA: Introduction (10 minutes) **3. Closing and Assessment** A. Independent Writing: Writing an Introduction (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	• I can plan the key points of a PSA that raises awareness how to stay safe during a natural disaster. (W.5.2a, W.5.2b, W.5.4, W.5.5) • I can write the introduction for the script of my PSA. (W.5.2a, W.5.4, W.5.5)	• PSA Planning note-catcher (W.5.4) • Draft PSA Script (W.5.2a, W.5.2b, W.5.4, W.5.5, L.5.2a)	• **Working to Become Effective Learners anchor chart** • Class World Cafe anchor charts • Characteristics of PSAs anchor chart
Lesson 10 **Writing a PSA: Drafting the Body and Conclusion** W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, L.5.2, L.5.2a **TN Standards** **5.W.TTP.2, 5.W.TTP.2a, 5.W.TTP.2c, 5.W.TTP.2d, 5.W.PDW.4, 5.W.PDW.5, 5.FL.SC.6, 5.FL.SC.6a**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Analyzing a Model PSA: Body and Conclusion (15 minutes) B. Mini-Lesson: Using Punctuation to Separate Items in a Series (15 minutes) **3. Closing and Assessment** A. Independent Writing: Writing a Body and Conclusion (25 minutes) **4. Homework** A. Complete Using Punctuation in a Series in your Unit 1 Homework. B. For ELLs: Complete the Language Dive Practice: Model PSA Script in your Unit 1 Homework. C. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	• I can use punctuation to separate items in a series. (L.5.2a) • I can write a script for my PSA. (W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5)	• Draft PSA Script (W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, L.5.2a)	• Close Readers Do These Things anchor chart • **Working to Become Effective Learners anchor chart** • Characteristics of PSAs anchor chart
Lesson 11 **Writing a PSA: Revising and Editing**	**1. Opening** A. Reviewing Learning Targets (5 minutes)	• I can use a comma to set off words and phrases. (L.5.2c) • I can revise my PSA for	• Revised and edited PSA (W.4.1, W.4.4, W.4.5, L.5.1, L.5.2)	• Close Readers Do These Things anchor chart • **Working to Become Effective**

W.5.2, W.5.4, W.5.5, L.5.1, L.5.2, L.5.2c **TN Standards** **5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.FL.SC.6, 5.FL.SC.6a**	**2. Work Time** A. Mini-Lesson: Using Commas (15 minutes) B. Revising PSA: Task, Purpose, and Audience (25 minutes) **3. Closing and Assessment** A. Editing PSA (15 minutes) **4. Homework** A. Complete Using Commas in your Unit 1 Homework. B. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	appropriateness of task, purpose, and audience. (W.4.1, W.4.4, W.4.5) • I can edit my PSA for correct grammar, capitalization, punctuation, and spelling. (L.5.1, L.5.2)		**Learners anchor chart** • Characteristics of PSAs anchor chart
Lesson 12 **End of Unit 1 Assessment: Recording a PSA** SL.5.4, SL 5.6, L.5.2, L.5.2a, L.5.2c **TN Standards** **5.SL.PKI.4, 5.SL.PKI.6, 5.FL.SC.6, 5.FL.SC.6 a, 5.FL.SC.6c**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Practicing PSAs (25 minutes) B. End of Unit Assessment, Part I: Recording PSAs (70 minutes) C. End of Unit Assessment, Part II: Editing Punctuation (15 minutes) **3. Closing and Assessment** A. Returning Mid-Unit 1 Assessments (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	• I can record my PSA. (SL.5.4, SL.5.6) • I can use punctuation to separate items in a series. (L.5.2a) • I can use a comma to set off words and phrases. (L.5.2c)	• End of Unit 1 Assessment: Recording a PSA (SL.5.4, SL.5.6, L.5.2a, L.5.2c)	• **Working to Become Ethical People anchor chart** • **Working to Contribute to a Better World anchor chart**

Lesson 13				
End of Unit 1 Assessment: Recording a PSA SL.5.4, SL 5.6, L.5.2, L.5.2a, L.5.2c **TN Standards** **5.SL.PKI.4, 5.SL.PKI.6, 5.FL.SC.6, 5.FL.SC.6 a, 5.FL.SC.6c**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Practicing PSAs (25 minutes) B. End of Unit Assessment, Part I: Recording PSAs (70 minutes) C. End of Unit Assessment, Part II: Editing Punctuation (15 minutes) **3. Closing and Assessment** A. Returning Mid-Unit 1 Assessments (5 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.	• I can record my PSA. (SL.5.4, SL.5.6) • I can use punctuation to separate items in a series. (L.5.2a) • I can use a comma to set off words and phrases. (L.5.	• End of Unit 1 Assessment: Recording a PSA (SL.5.4, SL.5.6, L.5.2a, L.5.2c)	• **Working to Become Ethical People anchor chart** • **Working to Contribute to a Better World anchor chart**

Fifth Grade Module 4: Unit 2: Analyzing Literature about Natural Disasters: Human Impact

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 by 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 continue to **work to become ethical people** by showing respect, empathy, and compassion for each other as they read about the human impact of natural disasters in literary texts. 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 the Contribution of Multimedia

This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4a, and L.5.5c and has two parts. In Part I, students demonstrate fluency by reading aloud an excerpt of a new poem about the aftermath of a natural disaster. They also summarize the text. In Part II, they watch a multimedia video of the same poem and read it to answer selected response and short constructed response questions about the theme and the meaning of unfamiliar words and phrases. They also analyze how the multimedia on the video contributes to the meaning, tone, and beauty of the poem

End of Unit Assessment: Analyzing Point of View in a Literary Text

This assessment centers on CCSS ELA RL.5.1, RL.5.6, and L.5.3b. Students analyze how the point of view of a speaker in a poem influences how he describes the events, and they write a short constructed response. They also compare the variety of English with a poem from a previous lesson.

Required Unit Trade book(s): Eight Days: A Story of Haiti

Suggested Pacing: This unit is approximately **2.5 weeks or 14 sessions of instruction.**
Note: (1) 2017-18 Power Standards highlighted in **red**. (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 Literature about Natural Disasters: Understanding Human Impact through an Analysis of Eight Days: A Story of Haiti** RL.5.1, RL.5.2, RL.5.4, L.5.4, L.5.5c **TN Standards** 5.RL.KID.1, 5. RL.KID.2, 5.RL.CS.4, 5.FL.VA.7a, 5.FL.VA.7biii	**1. Opening** A. Reading in Triads: Eight Days: A Story of Haiti (20 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Answering Questions about the Text: Eight Days: A Story of Haiti (15 minutes) **3. Closing and Assessment** A. Summarizing the Text: Eight Days: A Story of Haiti (20 minutes) **4. Homework** A. Accountable Research Reading.	• I can determine a theme from details in Eight Days: A Story of Haiti. **(RL.5.1, RL.5.2)** • I can summarize Eight Days: A Story of Haiti. **(RL.5.1, RL.5.2)**	• Text-Dependent Questions: Eight Days: A Story of Haiti (RL.5.1, RL.5.2, RL.5.4, L.5.4, L.5.5c) • Exit Ticket: Summarizing Eight Days: A Story of Haiti (RL.5.1, RL.5.2)	• Working to Become Ethical People anchor chart • Close Readers Do These Things anchor chart • Criteria of an Effective Summary anchor chart

	Select a prompt and respond in the front of your independent reading journal.			
Lesson 2 **Reading Literature about Natural Disasters: Analyzing How Visuals Contribute to the Meaning, Tone, and Beauty of Eight Days: A Story of Haiti** **RL.5.1, RL. 5.7, RF.5.3,** **TN Standards** **5.RL.KID.1, 5. RL.IKI.7**	**1. Opening** A. Reviewing Learning Targets (5 minutes) B. Reading in Triads: Eight Days: A Story of Haiti (20 minutes) **2. Work Time** A. Analyzing Visuals: Eight Days: A Story of Haiti (15 minutes) **3. Closing and Assessment** A. QuickWrite: Visuals in Eight Days: A Story of Haiti (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can provide kind, specific, and helpful feedback to peers about their reading fluency. (RF.5.4) • I can analyze how visuals in Eight Days: A Story of Haiti contribute to the meaning, tone, and beauty of the text. (RL.5.1, RL.5.7)	• QuickWrite: Visuals in Eight Days: A Story of Haiti (RL.5.1, RL.5.7)	• Fluent Readers Do These anchor chart • Working to Become Ethical People anchor chart • Peer Critique anchor chart
Lesson 3 **Reading Literature about Natural Disasters: Understanding Human Impact through an Analysis of "In the Water Where the City Ends"** RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4, L.5.5c **TN Standards** **5.RL.KID.1, 5. RL. KID.2, 5.RI.CS.4**	**1. Opening** A. Reading in Triads: "In the Water Where the City Ends" (15 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Answering Questions about the Text: "In the Water Where the City Ends" (20 minutes) **3. Closing and Assessment** A. Analyzing Visuals: "In the Water Where the City Ends" (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can refer to the text to answer questions about "In the Water Where the City Ends." (RL.5.1, RL.5.2, RL.5.4, L.5.4, L.5.5c) • I can analyze how visuals in "In the Water Where the City Ends" contribute to the meaning, tone, and beauty of the text. (RL.5.1, RL.5.7) .	• Text-Dependent Questions: "In the Water Where the City Ends" (RL.5.1, RL.5.2, RL.5.4, RL.5.7, L.5.4, L.5.5c)	• Fluent Readers Do These Things anchor chart • Working to Become Ethical People anchor chart
Lesson 4 **Reading Literature about Natural Disasters: Understanding Human Impact through an Analysis of "O' Beautiful Storm"** RL.5.1, RL.5.2, RL.5.4, RL. 5.7, RF.5.4, L.5.4, L. 5.5, L.5.5c	**1. Opening** A. Reading in Triads: Stanza 1 of "O' Beautiful Storm" (15 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Answering Questions about the Text: Stanza 1 of "O' Beautiful	• I can refer to the text to answer questions about Stanza 1 of "O' Beautiful Storm." (RL.5.1, RL.5.2, RL.5.4, L.5.4, L.5.5c) • I can analyze how visuals in "Katrina: Don't Let Her Go" contribute to the meaning, tone, and beauty of the text "O'	• Text-Dependent Questions: Stanza 1 of "O' Beautiful Storm" (RL.5.1, RL.5.2, RL.5.4, RL.5.7, L.5.4, L.5.5c)	

TN Standards **5.RL.KID.1, 5.RL.KID.2, 5.RL.CS.4,** **5.RL.IKI.7, 5,FL.F.5, 5.FL.VA.7a,** **5.FL.VA.7b, 5.FL.VA.7biii**	Storm" (20 minutes) **3. Closing and Assessment** A. Analyzing Visuals: "Katrina: Don't Let Her Go" (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal	Beautiful Storm." (RL.5.1, RL.5.7)		
Lesson 5 **Mid-Unit 2 Assessment: Analyzing the Contribution of the Media** RL.5.1, RL.5.2, RL.5.4, RL. 5.7, RF.5.4, L.5.4, L.5.4a, L. 5.5, L.5.5c **TN Standards** **5.RL.KID.1, 5. RL.KID.2, 5.RL.CS.4,** **5. RI.IKI.7, 5.FL.F.5, 5.FL.VA.7a,** **5.FL.VA.7aiii, 5.FL.VA.7b,** **5.FL.VA.7biii**	**1. Opening** A. Returning End of Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia (95 minutes) **3. Closing and Assessment** A. Tracking Progress (15 minutes) **4. Homework** A. A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading j	• I can refer to the text to answer questions about "Job." (RL.5.1, RL.5.2, RL.5.4, L.5.4, L.5.5c) • I can analyze how visuals in "Job" contribute to the meaning, tone, and beauty of the text. (RL.5.1, RL.5.7)	• Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia (RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4a, L.5.5c) • Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4)	• Working to Become Ethical People anchor chart • Strategies to Answer Selected Response Questions anchor chart
Lesson 6 **Mid-Unit 2 Assessment: Analyzing the Contribution of the Media** RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4, L.5.4a, L. 5.5, L.5.5c **TN Standards** **5.RL.KID.1, 5. RL.KID.2, 5.RL.CS.4,** **5. RI.IKI.7, 5.FL.F.5, 5.FL.VA.7a,** **5.FL.VA.7aiii, 5.FL.VA.7b,** **5.FL.VA.7biii**	**1. Opening** A. Returning End of Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia (95 minutes) **3. Closing and Assessment** A. Tracking Progress (15 minutes) **4. Homework** A. A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal	• I can refer to the text to answer questions about "Job." (RL.5.1, RL.5.2, RL.5.4, L.5.4, L.5.5c) • I can analyze how visuals in "Job" contribute to the meaning, tone, and beauty of the text. (RL.5.1, RL.5.7)	• Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia (RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4a, L.5.5c) • Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4)	• Working to Become Ethical People anchor chart • Strategies to Answer Selected Response Questions anchor chart
Lesson 7 **Analyzing Point of View in Eight Days: A Story of Haiti**	**1. Opening** A. Reviewing Learning Target (5 minutes) B. Reading in Triads: Eight Days: A	• I can describe how a narrator's point of view in Eight Days: A Story of Haiti influences how events are described. (RL.5.1,	• Whole Group QuickWrite: Point of View in Eight Days: A Story of Haiti (RL.5.1, RL.5.6)	• Point of View anchor chart • Working to Become Ethical People anchor chart

RL.5.1, RL.5.6, RI.5.10 **TN Standards** **5.RI.KID.1, 5.RL.CS.5,** **5.RL.RRTC.10**	Story of Haiti (10 minutes) **2. Work Time** A. Whole Group QuickWrite: Point of View in Eight Days: A Story of Haiti (25 minutes) **3. Closing and Assessment** A. Research Reading Share (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal	RL.5.6)		
Lesson 8 **Analyzing Point of View in Stanza 1 of "O' Beautiful Storm"** RL.5.1, RL.5.6, L.5.3, L.5.3b **TN Standards** **5.RL.KID.1, 5. RL.CS.6**	**1. Opening** A. Reviewing Learning Targets (5 minutes) B. Rereading Stanza 1 of "O' Beautiful Storm" (5 minutes) **2. Work Time** A. Language Dive: Stanza 1 of "O' Beautiful Storm" (20 minutes) **3. Closing and Assessment** A. QuickWrite: Point of View in Stanza 1 of "O' Beautiful Storm" (30 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can compare and contrast the varieties of English used in stories and poems. (**L.5.3b**) • I can describe how a speaker's point of view in Stanza 1 of "O' Beautiful Storm" influences how events are described. (**RL.5.1, RL.5.6**)	• QuickWrite: Point of View in Stanza 1 of "O' Beautiful Storm" (**RL.5.1, RL.5.6**)	• Working to Become Ethical People anchor chart • Point of View anchor chart • Strategies to Answer Selected Response Questions anchor chart
Lesson 9 **Analyzing Point of View in Stanza 1 of "O' Beautiful Storm"** RL.5.1, RL.5.6, RI.5.10 **TN Standards** **5.RI.KID.1, 5.RL.CS.6,** **5.RI.RRTC.10**	**1. Opening** A. Returning Mid-Unit 2 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (35 minutes) **3. Closing and Assessment** A. Tracking Progress (15 minutes) **4. Homework** A. Accountable Research Reading.	• I can compare and contrast the varieties of English used in stories and poems. (**L.5.3b**) • I can describe how a speaker's point of view in "Job" influences how events are described. (**RL.5.1, RL.5.6**)	• End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (**RL.5.1, RL.5.6, L.5.3b**) • Tracking Progress: Reading, Understanding, and Explaining New Text (**R.1, R.4, R.10, L.4**)	• Working to Become Ethical People anchor chart • Strategies to Answer Selected Response Questions anchor chart

	Select a prompt and respond in the front of your independent reading journal			

Fifth Grade Module 4: Unit 3: Taking Action: Preparing for Natural Disasters

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to 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 by 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 contribute to a better world** by applying their learning to help their school and community when planning and presenting about being prepared for natural disasters. 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: Research: Supplies to Include in an Emergency Preparedness Kit

This assessment centers on CCSS ELA RI.5.1, RI.5.7, W.5.7, and W.5.8 and requires students to conduct online research to determine which supplies to include in an emergency preparedness kit and the reason each would be useful. They create their own research organizers to clearly organize their thinking and list sources.

End of Unit Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit

This assessment centers on CCSS ELA W.5.1, W.5.4, W.5.5, W.5.6, and L.5.2e and tasks students with writing an on-demand opinion essay in which they choose two personal items to include in an emergency preparedness kit for their own families and explain the reasons for choosing each. They use technology to produce, revise, edit, and publish their writing.

Required Unit Trade book(s): Eight Days: A Story of Haiti

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

Note: (1) 2017-18 Power Standards highlighted in **red**. (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 **Online Research: Food for an Emergency Preparedness Kit** RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, L.5.2, L.5.2a **TN Standards** **5.Ri.KID.1, 5.RI.IKI.7, 5.RI.RRTC.10, 5.W.PDW.5.FL.SC.6, 5.FL. SC.6C**	**1. Opening** A. Reviewing Performance Task (10 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Online Research: Food for an Emergency Preparedness Kit (30 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	• I can research online using multiple sources to answer a question. (**RI.5.1, RI.5.7, W.5.7, W.5.8, L.5.2a**)	• Student-designed research note-catcher and Quick Write (**RI.5.1, RI.5.7, W.5.7, W.5.8, L.5.2a**)	• Performance Task anchor chart • Class World Café anchor charts • **Working to Contribute to a Better World anchor chart** • Close Readers Do These Things anchor chart • Researchers Do These Things anchor chart

	journal.			
Lesson 2 **Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit** RI.5.1, RI.5.7, W.5.7, W.5.8 **TN Standards** **5. RI.KID.1, 5.RI.IKI.7, 5.W.RBPK.7, 5.W.RBPK.8**	**1. Opening** A. Returning End of Unit 2 Assessments (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (35 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.	• I can research online using multiple sources to answer a question. (**RI.5.1, RI.5.7, W.5.7, W.5.8**)	• Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (**RI.5.1, RI.5.7, W.5.7, W.5.8**) • Tracking Progress: Research (**W.7, W.8**)	• Performance Task anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 3 **Writing an Opinion Essay: Planning an Essay and Drafting an Introduction** W.5.1, W.5.1a, W.5.1b, W.5.4, W.5.5, W.5.6, W.5.9, W.5.9b **TN Standards** **5.W.TTP.1, 5.W.TTP.1a, 5.W.TTP.1b, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.W.RBPK.9**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Planning an Opinion Essay (25 minutes) B. Peer Critique: Essay Planner Graphic Organizer (10 minutes) **3. Closing and Assessment** A. Independent Writing: Drafting an Introduction (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• 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. (**W.5.5**) • I can write an introductory paragraph for my essay, giving context on the issue and clearly stating my opinion. (**W.5.1, W.5.4, W.5.6**)	• Student-designed Essay Planner graphic organizer (W.5.1, W.5.4, W.5.5, W.5.9b) • Introductory paragraph of opinion essay (W.5.1, W.5.4, W.5.9b)	• Peer Critique Protocol • **Working to Contribute to a Better World anchor chart** • **Working to Become Ethical People anchor chart** • Peer Critique anchor chart
Lesson 4 **Writing an Opinion Essay: Drafting Proof Paragraphs** RI.5.1, W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.4, W.5.6, W.5.9, W.5.9b **TN Standards** **5.RI.KID.1, 5.W.TTP.1, 5.W.TTP.1a, 5.W.TTP.1b, 5.W.TTP.1e, 5.W.PDW.4, 5.W.PDW.6,**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Independent Writing: Drafting Proof Paragraphs 1 and 2 (40 minutes) **3. Closing and Assessment** A. Whole Group Critique: Proof Paragraphs 1 and 2 (15 minutes) **4. Homework**	• I can write Proof Paragraphs 1 and 2 of my opinion essay using evidence from the text to a reason for my opinion. (**RI.5.1, W.5.1, W.5.4, W.5.6, W.5.9b**) • I can give kind, helpful, and specific feedback. (**W.5.1b, W.5.1c, W.5.5**)	• Proof Paragraphs 1 and 2 of opinion essay (**RI.5.1, W.5.1, W.5.4, W.5.6, W.5.9b**)	• **Working to Contribute to Better World anchor chart** • **Working to Become Ethical People anchor chart**

5.W.RBPK.9	A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
Lesson 5 **Writing an Opinion Essay: Drafting the Conclusion** RI.5.1, W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.6, W.5.8, W.5.9, W.5.9b, L.5.1, L.5.2, L.5.2e **TN Standards** **5.RI.KID.1, 5.W.TTP.1, 5.W.TTP.1a, 5.W.TTP.1b, 5.W.TTP.1d, 5.W.TTP.1e, 5.W.PDW.4, 5.W.PDW.6, 5.W.RBPK.8, 5.W.RBPK.9, 5.FL.SC.6, 5.FL.SC.6e**	**1. Opening** A. Reviewing Learning Targets (5 minutes) **2. Work Time** A. Independent Writing: Drafting Conclusion and Citing Sources (35 minutes) **3. Closing and Assessment** A. Whole Group Critique: Conclusion (20 minutes) **4. Homework** A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can write the conclusion of my opinion essay. (**RI.5.1, W.5.1, W.5.4, W.5.6, W.5.9b**) • I can cite my sources. (**W.5.8**) • I can give kind, helpful, and specific feedback. (**W.5.1d, W.5.5, L.5.1, L.5.2**)	• Complete opinion essay with sources cited (**RI.5.1, W.5.1, W.5.4, W.5.6, W.5.8, W.5.9b**)	• Close Readers Do These Things anchor chart • **Working to Contribute to a Better World anchor chart** • **Working to Become Ethical People anchor chart** • Peer Critique anchor chart
Lesson 6 **End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit** W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.6, L.5.2, L.5.2e **TN Standards** **5.W.TTP.1, 5.W.TTP.1a, 5.W.TTP.1b, 5.W.TTP.1d, 5.W.TTP.1e, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.FL.SC.6, 5.FL.SC.6e**	**1. Opening** A. Returning Mid-Unit 3 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) **2. Work Time** A. End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit (80 minutes) B. Peer Critique: Opinion Essays (20 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.	• I can write an opinion essay about personal items to include in an emergency preparedness kit. (**W.5.1, W.5.4, W.5.6, L.5.2e**) • I can provide kind, specific, and helpful feedback. (**W.5.5**)	• End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit (**W.5.1, W.5.4, W.5.6, L.5.2e**) • Tracking Progress: Opinion Writing (**W.1**)	• **Working to Become Effective Learners anchor chart** • **Working to Become Ethical People anchor chart** • Peer Critique anchor chart
Lesson 7 **End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit**	**1. Opening** A. Returning Mid-Unit 3 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes)	• I can write an opinion essay about personal items to include in an emergency preparedness kit. (**W.5.1, W.5.4, W.5.6, L.5.2e**)	• End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit (**W.5.1, W.5.4, W.5.6, L.5.2e**)	• **Working to Become Effective Learners anchor chart** • **Working to Become Ethical People anchor chart**

W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.6, L.5.2, L.5.2e **TN Standards** **5.W.TTP.1, 5.W.TTP.1a, 5.W.TTP.1b, 5.W.TTP.1d, 5.W.TTP.1e, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.FL.SC.6, 5.FL.SC.6e**	**2. Work Time** A. End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit (80 minutes) B. Peer Critique: Opinion Essays (20 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.	• I can provide kind, specific, and helpful feedback. (**W.5.5**)	• Tracking Progress: Opinion Writing (**W.1**)	• Peer Critique anchor chart
[Lesson 8](#) **Performance Task: Creating a Leaflet to Distribute** RI.5.1, RI.5.7, W.5.2, W.5.4 **TN Standards** **5.RI.KID.1, 5.RI.IKI.7, 5.W.TTP.2, 5.W.PDW.4**	**1. Opening** A. Engaging the Writer: Performance Task Anchor Chart (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Analyzing Models: Emergency Preparedness Leaflets (20 minutes) B. Partner Writing: Planning and Creating an Emergency Preparedness Leaflet (80 minutes) **3. Closing and Assessment** A. Whole Group Share: Emergency Preparedness Leaflets (10 minutes) **4. Homework** A. Prepare your two personal items to bring in for Lesson 12 to use in your presentation. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can create an emergency preparedness leaflet to prepare people to be ready for a natural disaster. (**RI.5.1, RI.5.7, W.5.2, W.5.4**)	• Emergency preparedness leaflet (**RI.5.1, RI.5.7, W.5.2, W.5.4**)	• Performance Task anchor chart • **Working to Contribute to a Better World anchor chart**
[Lesson 9](#) P**erformance Task: Creating a Leaflet to Distribute** RI.5.1, RI.5.7, W.5.2, W.5.4 **TN Standards** **5.RI.KID.1, 5.RI.IKI.7, 5.W.TTP.2, 5.W.PDW.4**	**1. Opening** A. Engaging the Writer: Performance Task Anchor Chart (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Analyzing Models: Emergency Preparedness Leaflets (20 minutes) B. Partner Writing: Planning and	• I can create an emergency preparedness leaflet to prepare people to be ready for a natural disaster. (**RI.5.1, RI.5.7, W.5.2, W.5.4**)	• Emergency preparedness leaflet (**RI.5.1, RI.5.7, W.5.2, W.5.4**)	• Performance Task anchor chart • **Working to Contribute to a Better World anchor chart**

	Creating an Emergency Preparedness Leaflet (80 minutes) **3. Closing and Assessment** A. Whole Group Share: Emergency Preparedness Leaflets (10 minutes) **4. Homework** A. Prepare your two personal items to bring in for Lesson 12 to use in your presentation. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.			
Lesson 10 **Performance Task: Preparing for a Presentation** SL.5.4, SL.5.5, SL.5.6 **TN Standards** **5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6**	**1. Opening** A. Engaging the Writer: Performance Task Anchor Chart (5 minutes) B. Reviewing Learning Target (5 minutes) **2. Work Time** A. Preparing Presentations: Prompt Cards (40 minutes) **3. Closing and Assessment** A. Practicing Presentations (10 minutes) **4. Homework** A. Use your prompt cards to practice your presentation. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	• I can prepare the prompt cards for my presentation about responding to a natural disaster. (**SL.5.4, SL.5.5, SL.5.6**)	Presentation prompt cards (SL.5.4, SL.5.5)	• Performance Task anchor chart • **Working to Contribute to a Better World anchor chart** • Criteria for an Effective Presentation anchor chart • **Working to Become Ethical People anchor chart** • Peer Critique anchor chart
Lesson 11 **Performance Task: Practicing Presentations** W.5.4, SL.5.4, SL.5.5, SL.5.6 **TN Standards** **5.W.PDW.4, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6**	**1. Opening** A. Reviewing Performance Task Anchor Chart and Learning Targets (10 minutes) **2. Work Time** A. Practicing Presentations (35 minutes) **3. Closing and Assessment** A. Peer Critique: Presentations (15 minutes) **4. Homework** A. Use your prompt cards to practice your presentation. B. Accountable Research Reading.	• I can effectively deliver my presentation. (**SL.5.4, SL.5.5, SL.5.6**) • I can provide kind, helpful, and specific feedback. (**SL.5.4, SL.5.6**)	• Student presentations (**SL.5.4, SL.5.5, SL.5.6**) • Stars and steps on sticky notes (**SL.5.4, SL.5.5, SL.5.6**)	• Performance Task anchor chart • **Working to Contribute to a Better World anchor chart** • Criteria for an Effective Presentation anchor chart • **Working to Become Ethical People anchor chart** • Peer Critique anchor chart

	Select a prompt and respond in the front of your independent reading journal.			
[Lesson 12](#) **Performance Task: Delivering Presentations** W.5.4, SL.5.4, SL.5.5, SL.5.6 **TN Standards** **5.W.PDW.4, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6**	**1. Opening** A. Reviewing Performance Task Anchor Chart and Learning Target (10 minutes) **2. Work Time** A. Delivering Presentations (45 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes) **4. Homework** A. N/A	• I can effectively deliver my presentation. (**SL.5.4, SL.5.5, SL.5.6**)	• Student presentations (**SL.5.4, SL.5.5, SL.5.6**)	• Performance Task anchor chart • Criteria for an Effective Presentation anchor chart