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

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

**How to Use the Literacy Curriculum Maps**

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

**(1) Regular practice with complex text and its academic language.**

**(2)** **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**

**(3)** **Building knowledge through content-rich nonfiction.**

**Elements of Lesson Planning with Attention to Language:**

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

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

**Using the WIDA MPIs**

* WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.
* Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do* *Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

*Sample MPI for grade 1 Reading for Information* [Model Performance Indicators (MPIs](http://www.livebinders.com/play/play?id=1089921))

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

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

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

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

* CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1. Consult your **Journeys Teachers’ Edition (TE)** and other **cited references** to map out your week(s) of instruction.
2. Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).
3. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric,** which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
4. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
5. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
6. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.

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

Please reference the ESL K-5 Lesson Plan template for assistance in arranging Literacy Stations during week 1 and Text Stations during week 2 for each TWAG.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 5 weeks 1-2** | Week 1 | | | | |
| **Unit Topic: The Wetlands** | | | | | |
| Essential Questions: What reasons do people have for protecting the Florida Everglades from environmental changes? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.4 RI.5.8 RI.5.10 W.5.2.B L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * + - * [Everglades Forever: Restoring America’s Great Wetland](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) (1190L) * Respond to text questions orally and/or in writing from Respond to text questions: A Closer Look, Explain Scientific Ideas, 5, 7, Domain-Specific Vocabulary, 9, 15   + What would be the impact of the disappearing wildlife on the food chain? (Page 239)   + Why does the author explain that the Restoration Plan regulates the amount of freshwater flowing during each season? (Page 240)   \*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:**   * [National Park Service – Plan your visit](https://www.nps.gov/ever/planyourvisit/maps.htm)   **Option 2:**  RAZ: [*The Wetlands*](https://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=650) (from *How Do Plants Support Life Close Reading Pack)* (5 documents are in the pack ranging from 480L to 800L)  **Option 3:**  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=8A) | | | | |
| Vocabulary  Drawn from the texts | conserving, restore, regulate, vegetation, endangered, responsibility, attracted, adapted, unique, guardians | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar: Conjunctions**  Students will work in groups to create sentences that describe the animals in the Everglades (refer to pages 239-240) ex: Crocodiles quietly watch **and** wait for their prey.  **Spelling: Homophones**  Students will work with a partner to reread *Everglades Forever* to identify homophones for:  blue, floes, tales, and mourning.  [From ELD Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=8A): Write and pronounce auxiliary verbs should and could  With a sentence frame, students will produce sentences that explain what we could or should do to help preserve the Everglades.  *.* | | | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based on the proficiency level of students   1. Describe what causes the need for conservation of the Everglades and the effects if conservation does not happen. 2. Describe how the animals in the mangrove swamp depend on water. 3. What are some of the reasons the author gives for restoring the Everglades?   Using information from the text, explain why people should protect the Everglades.   |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> | | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  [Prefixes: en-; pre-; re-; pro-](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=87)  Adjust rate to purpose | | | | |

**2-Week Version (TWAG):** Unit 2 weeks 1-2

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| **Grades 5** | DAYS: WEEK 2 | | | | |
| Essential Question: What reasons do people have for protecting the Florida Everglades from environmental changes? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.4 RI.5.8 RI.5.10 W.5.2.B L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | From the **Leveled Readers/Vocabulary Reader:**   * [“Mangrove Swamp”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson8/index.html) (Vocabulary Reader) * [“Guardian of the Everglades](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson8/index.html)” ( On Level Reader)   From the Teacher Read Aloud   * [“Attack of the Alien Species”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tc_te_9780547979670_/launch.html?page=15) (TE15)   Other Resources:   * [Protecting the Wetlands](http://www.readworks.org/passages/protecting-wetlands) (810L) * Everglades: Pig Frog Video   <http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.everglades/everglades-pig-frog-wild-tv/>   * Pythons Invade the Florida Everglades   <http://www.readworks.org/passages/pythons-invade-florida-everglades> (940L)   * Obama talks about climate change as he walks a trail in the Everglades   <https://newsela.com/articles/obama-everglades/id/8943/> | | | | |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  **Grammar: Conjunctions**  Students will work in groups to create sentences that describe the animals in the Everglades (refer to pages 239-240) ex: Crocodiles quietly watch **and** wait for their prey.  **Spelling: Homophones**  Students will work with a partner to reread *Everglades Forever* to identify homophones for:  blue, floes, tales, and mourning.  [From ELD Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=8A): Write and pronounce auxiliary verbs should and could  With a sentence frame, students will produce sentences that explain what we could or should do to help preserve the Everglades | | | | |
| Writing   * Response to text * Writing Process * Culminating task | Choose one of the following based on the proficiency level of students   1. Describe what causes the need for conservation of the Everglades and the effects if conservation does not happen. 2. Describe how the animals in the mangrove swamp depend on water. 3. What are some of the reasons the author gives for restoring the Everglades?   Using information from two or more texts, explaining why people should protect the Everglades. | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  [Prefixes: en-; pre-; re-; pro-](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=87)  Adjust rate to purpose | | | | |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: The Wetlands** | |
| [*Everglades Forever: Restoring America’s Great Wetland*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) | **Grade 5 Q2 Weeks 1-2** |
| Essential Question: | What reasons do people have for protecting the Florida Everglades from environmental changes? |
| Gradual Release:  Routines for whole group instruction | *See GRR Chart at end of curriculum document.* |
| Culminating Task:  [W.5.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**  Choose one of the following based on the proficiency level of students   1. Describe what causes the need for conservation of the Everglades and the effects if conservation does not happen. 2. Describe how the animals in the mangrove swamp depend on water. 3. What are some of the reasons the author gives for restoring the Everglades?   Using information from the text, explain why people should protect the Everglades  **Week 2:**  Choose one of the following based on the proficiency level of students.   1. Describe what causes the need for conservation of the Everglades and the effects if conservation does not happen. 2. Describe how the animals in the mangrove swamp depend on water. 3. What are some of the reasons the author gives for restoring the Everglades?   Using information from two or more texts, explaining why people should protect the Everglades |
| Stations Activities:  [L. 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **1): Word Work:**  **Grammar: Conjunctions**  Students will work in groups to create sentences that describe the animals in the Everglades (refer to pages 239-240) ex: Crocodiles quietly watch **and** wait for their prey.  [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g3_top_pos_cc_007.html): conjunctions  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=93): p.93  **Spelling: Homophones**  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html?page=64)**:** p. 64  Students will work with a partner to reread *Everglades Forever* to identify homophones for:  blue, floes, tales, and mourning.  [From ELD Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=8A): Write and pronounce auxiliary verbs should and could  With a sentence frame, students will produce sentences that explain what we could or should do to help preserve the Everglades  **2)Comprehension/Building Knowledge:**  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume3/launch.html)p. 14 Lesson 8  Students will work with groups or partners to summarize why it is important to protect the everglades from each of the below texts.    From the **Leveled Readers/Vocabulary Reader:**   * “Mangrove Swamp” * “Guardian of the Everglades”   From the Teacher Read Aloud   * “Attack of the Alien Species”   Other Resources:   * [Protecting the Wetlands](http://www.readworks.org/passages/protecting-wetlands) * Everglades: Pig Frog Video   <http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.everglades/everglades-pig-frog-wild-tv/>   * Pythons Invade the Florida Everglades   <http://www.readworks.org/passages/pythons-invade-florida-everglades>   * Obama talks about climate change as he walks a trail in the Everglades   <https://newsela.com/articles/obama-everglades/id/8943/>  **3)Vocabulary:**  **Write-Around:** conserving, restore, regulate, vegetation, endangered, responsibility, attracted, adapted, unique, guardians  [Vocabulary in context cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html)  Students will work with a group to use the vocabulary to complete a write-around to summarize [*Everglades Forever: Restoring America’s Great Wetland*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html)  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Everglades Forever: Restoring America’s Great Wetland*  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Take turns reading/repeating *Everglades Forever: Restoring America’s Great Wetland* to a partner (Lesson 8) |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

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| **Grade 5 weeks 3-4** | DAYS: **WEEK 1** | | | | |
| **Unit Topic: Courageous People** | | | | | |
| Essential Questions: What qualities make the surfmen brave? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.4 RI.5.8 RI.5.10 W.5.2.B L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * [Storm Warriors](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) (historical fiction, 800L) * Respond to text questions orally and/or in writing from TG 262 Classroom Conversation Your Turn questions 1 & 2 * Respond to text questions orally and/or in writing Think Through the Text Questions 1 T250 & 9 T256   \*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:**  [**An Illustrated History of the US Coast Guard**](http://www.uscg.mil/history/articles/h_USCGhistory.asp)  **Option 2:**  RAZ: [Firefighters Rescue a Four-Legged Friend](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/) (500L from *Third Grade- Are We Prepared? PBL pack)*  **Option 3:**  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=9A) | | | | |
| Vocabulary  Drawn from the texts | Critical, demolished, elite, commotion, bundle, annoyance, secure, squalling, clammy, realization | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar: Complex Sentences**  Students will work in groups to create sentences that describe the bravery in *Storm Warriors.*  Use the [ELL guide on T278](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) to create language frames for cause and effect complex sentences.  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=9A) :  **Spelling: Compound Words:**  Students will work with a partner to write sentences using compound words that explain how the surfmen were brave in the story *Storm Warriors.* | | | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Explanatory Writing-   1. In the text Nathan realizes “knowledge is as important as bravery.” Provide evidence of how Nathan’s actions demonstrated both bravery and knowledge. 2. During the beginning of the rescue effort, Nathan began to doubt his bravery by stating, “I knew in that moment, with not a shred of doubt, that I did not have the courage to risk my life that way.” However, Nathan quickly realized he did not have time to “wallow in his loss.” Describe the courageous actions Nathan took once he realized he needed to act. | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Fluency: Punctuation.  Students will work in pairs to read a portion of the text *Storm Warriors.* Students will assess each other’s attention to punctuation as they read.  Phonics: Compound words  Students will work with a partner to write sentences using compound words that explain how the surfmen were brave in the story *Storm Warriors.*  Students will separate compound words to determine the meaning of each word. | | | | |

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| **Grades 5 weeks 3-4** | DAYS: **WEEK 2** | | | | |
| |  | | --- | | Essential Question**:** How do people show bravery in the face of danger caused by natural disasters? | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.4 RI.5.8 RI.5.10 W.5.2.B L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | **From Paired Text**  “[Pea Island’s Forgotten Heroes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html?page=T266)” (790L) T266-268  **From the Leveled Readers**   * [Saved from the Sea](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson9/index.html) (Vocabulary Reader 570L) * [The River Kept Rising](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson9/index.html) (On Level Reader 840L) * [Night of the Killer Waves (Advanced Reader 860L)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson9/index.html)   **Video Clips**  **“**[Perfect Storm Rescues: Treacherous Surf Rescue](https://www.youtube.com/watch?v=1_fpNZje2Lc) **video**  “[Perfect Storm Rescues: Infant Saved at Sea](https://www.youtube.com/watch?v=MToJDGQb4Kc) **video**  **Supplemental Text**  [Rescue of the Sarah D.J. Dawson](https://www.nps.gov/calo/learn/historyculture/rawson.htm)” – reading passage | | | | |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  **Grammar: Complex Sentences**  Students will work in groups to create sentences that describe the bravery in *Storm Warriors.*  Use the [ELL guide on T278](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) to create language frames for cause and effect complex sentences.  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=9A) :  **Spelling: Compound Words:**  Students will work with a partner to write sentences using compound words that explain how the surfmen were brave in the story *Storm Warriors.* | | | | |
| Writing   * Response to text * Writing Process * Culminating task | In the text Nathan realizes “knowledge is as important as bravery.” Using *Storm Warriors* and at least one other text, explain how the actions of the people in the story demonstrate that they demonstrated both knowledge and bravery. | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Fluency: Punctuation.  Students will work in pairs to read a portion of the text *Storm Warriors.* Students will assess each other’s attention to punctuation as they read.  Phonics: Compound words  Students will work with a partner to write sentences using compound words that explain how the surfmen were brave in the story *Storm Warriors.*  Students will separate compound words to determine the meaning of each word. | | | | |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Courageous People** | |
| [Storm Warriors](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) | **Grade 5 Q2 Weeks 3-4** |
| Essential Question: | What qualities make the surfmen brave? |
| Gradual Release:  Routines for whole group instruction | *See GRR chart at end of curriculum document*. |
| Culminating Task:  [W.5.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**  Choose one of the following based on the proficiency level of students   1. In the text Nathan realizes “knowledge is as important as bravery.” Provide evidence of how Nathan’s actions demonstrated both bravery and knowledge. 2. During the beginning of the rescue effort, Nathan began to doubt his bravery by stating, “I knew in that moment, with not a shred of doubt, that I did not have the courage to risk my life that way.” However, Nathan quickly realized he did not have time to “wallow in his loss.” Describe the courageous actions Nathan took once he realized he needed to act.   **Week 2:**  In the text Nathan realizes “knowledge is as important as bravery.” Using *Storm Warriors* and at least one other text, explain how the actions of the people in the story demonstrate that they demonstrated both knowledge and bravery. |
| Stations Activities:  [L. 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **1): Word Work:**  **Grammar: Complex Sentences**  Students will work in groups to create sentences that describe the bravery in *Storm Warriors.*  Use the [ELL guide on T278](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) to create language frames for cause and effect complex sentences.  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=9A) :  **Spelling: Compound Words:**  Students will work with a partner to write sentences using compound words that explain how the surfmen were brave in the story *Storm Warriors.*  With a sentence frame, students will produce sentences that explain what we could or should do to help preserve the Everglades  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=72): p. 72  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=100): p. 100  **2)Comprehension/Building Knowledge:**  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume3/launch.html)p. 16 Lesson 9  Students will work with groups or partners to summarize why it is important to use both bravery and knowledge from each of the below texts.    **From Paired Text**  “[Pea Island’s Forgotten Heroes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html?page=T266)” T266-268  **From the Leveled Readers**   * [Saved from the Sea](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson9/index.html) * [The River Kept Rising](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson9/index.html) * [Night of the Killer Waves](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson9/index.html)   **Video Clips**  **“**[Perfect Storm Rescues: Treacherous Surf Rescue](https://www.youtube.com/watch?v=1_fpNZje2Lc) **video**  “[Perfect Storm Rescues: Infant Saved at Sea](https://www.youtube.com/watch?v=MToJDGQb4Kc) **video**  **Supplemental Text**  [Rescue of the Sarah D.J. Dawson](https://www.nps.gov/calo/learn/historyculture/rawson.htm)” – reading passage  **3)Vocabulary:**  **Write-Around:** Critical, demolished, elite, commotion, bundle, annoyance, secure, squalling, clammy, realization  [Vocabulary in context cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html)  Students will work with a group to use the vocabulary to complete a write-around to summarize *Storm Warriors*  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Storm Warriors*  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Take turns reading/repeating *Storm Warriors* to a partner (Lesson 9)  **Fluency: Punctuation**.  Students will work in pairs to read a portion of the text *Storm Warriors.* Students will assess each other’s attention to punctuation as they read. |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

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| **Grade 5 weeks 5-6** | DAYS: WEEK 1 | | | | |
| **Unit Topic: Causes of the American Revolution** | | | | | |
| Essential Questions: How did the differences of opinion between King George and the American Colonists lead to the American Revolution? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.4 RI.5.8 RI.5.10 W.5.2.B L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * [*Can’t You Make Them Behave, King George?*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html) *(790L)* * Respond to Think Through the Text Questions * “A Closer Look” question on T106. ( * Analyze the Text Questions (2nd Read) on T108   \*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:**  [Mr. Nussbaum’s Causes of the American Revolution](http://mrnussbaum.com/arce/)  This website is an excellent resource for students. This can be used for further research or to introduce the topic of cause and effect.  **Option 2:**  **RAZ:** [*How Revolution Led to a Republic*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/) (Project Based learning) (5th Grade level resources)  This project based pack offers visuals for the causes and effects of the Revolution, Venn diagrams, and graphic organizers.  **Option 3:**  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=12A) | | | | |
| Vocabulary  Drawn from the texts | Subject, benefit, repeal, advantages, temporary, conflict, prohibit, previously, prevent, midst, rebellious, objection, tax (as a verb), right | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar: Verb Tenses**  Students will work with a partner to find examples of the past tense in a portion of the text. Students will write sentences in the past tense about the causes of the Revolution.  **Spelling: VCV pattern**  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=74) (p. 78)  Students will work in a group to sort the spelling word cards for the unit into two categories. Students will create sentences using the spelling words that relate to the text. (The king’s subjects **preferred** not to pay taxes.)  Using page 360 of *Can’t You Make Them Behave, King George*, students will hunt for words with a vcv pattern. Students will write sentences about the causes of the Revolution using the words that they find. | | | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based upon students’ proficiency levels:   1. According to the text, what were some of the differences of opinion that led to the American Revolution? Write a paragraph with at least three differences between King George and the Colonists. 2. On page 361 the text states, “King George was amazed that Americans objected.” What does this quote demonstrate about the differences of opinions between England and the Colonists?   [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=12A) offer suggestions and language frames for both writing tasks. | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Fluency: Rate  Students will work in pairs to read a portion of the text *Can’t You Make Them Behave, King George?* Students will assess each other’s attention to rate as they read.  **Spelling: VCV pattern**  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=74) (p. 78)  Students will work in a group to sort the spelling word cards for the unit into two categories. Students will create sentences using the spelling words that relate to the text. (The king’s subjects **preferred** not to pay taxes.)  Using page 360 of *Can’t You Make Them Behave, King George*, students will hunt for words with a vcv pattern. Students will write sentences about the causes of the Revolution using the words that they find. | | | | |

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| **Grades 5 weeks 5-6** | DAYS: WEEK 2 | | | | |
| How did the differences between England and the American colonists lead to the American Revolution? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.4 RI.5.8 RI.5.10 W.5.2.B L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | [*Tea Time*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html?page=T53) *(1090L)*  Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | “From the **Leveled Readers**:   * [*Printed Words of the American Revolution*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson12/index.html) *(ELL Reader 670L)* * [*Pamphleteers of the American Revolution*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson12/index.html) *(On Level Reader 860L)* * [*Paul Revere, A Hero on Horseback*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780544149137_/pdf/Leveled_Readers/Comprehension/Stage_4/Lesson55/Reader_Paul_Revere_Hero_on_Horseback.pdf) *(520 L)*   Other Resources:   * RAZ: [*Seeds of a Revolution*](https://www.readinga-z.com/books/leveled-books/book/?id=860) (860L) * [*How Revolution Led to a Republic*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/) (Project Based learning)   This project based pack offers visuals for the causes and effects of the Revolution, Venn diagrams, and graphic organizers.   * Read Works: [*The American Revolution*](http://www.readworks.org/passages/american-revolution-1763-1783-excerpt) *(1410L)* | | | | |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar: Verb Tenses**  Students will work with a partner to find examples of the past tense in a portion of the text. Students will write sentences in the past tense about the causes of the Revolution.  **Spelling: VCV pattern**  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=74) (p. 78)  Students will work in a group to sort the spelling word cards for the unit into two categories. Students will create sentences using the spelling words that relate to the text. (The king’s subjects **preferred** not to pay taxes.)  Using page 360 of *Can’t You Make Them Behave, King George*, students will hunt for words with a vcv pattern. Students will write sentences about the causes of the Revolution using the words that they find. | | | | |
| Writing   * Response to text * Writing Process * Culminating task | According to the texts, what were some of the differences between England and the Colonists that led to the American Revolution? Write an essay using at least two texts and 3-5 examples from each that explains the causes of the American Revolution. | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Fluency: Rate  Students will work in pairs to read a portion of the text *Can’t You Make Them Behave, King George?* Students will assess each other’s attention to rate as they read.  **Spelling: VCV pattern**  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=74) (p. 78)  Students will work in a group to sort the spelling word cards for the unit into two categories. Students will create sentences using the spelling words that relate to the text. (The king’s subjects **preferred** not to pay taxes.)  Using page 360 of *Can’t You Make Them Behave, King George*, students will hunt for words with a vcv pattern. Students will write sentences about the causes of the Revolution using the words that they find. | | | | |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Causes of the American Revolution** | |
| [*Can’t You Make Them Behave, King George?*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html) | **Grade 5 Q2 Weeks 7-8** |
| Essential Question: | How did the differences of opinion between King George and the American Colonists lead to the American Revolution? |
| Gradual Release:  Routines for whole group instruction | *See GRR chart at end of curriculum document.* |
| Culminating Task:  [W.5.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**  Choose one of the following based upon students’ proficiency levels:   1. According to the text, what were some of the differences of opinion that led to the American Revolution? Write a paragraph with at least three differences between King George and the Colonists. 2. On page 361 the text states, “King George was amazed that Americans objected.” What does this quote demonstrate about the differences of opinions between England and the Colonists?   [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=12A) offer suggestions and language frames for both writing tasks.  **Week 2:**  According to the texts, what were some of the differences between England and the Colonists that led to the American Revolution? Write an essay using at least two texts and 3-5 examples from each that explains the causes of the American Revolution. |
| Stations Activities:  [L. 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **1): Word Work:**  **Grammar: Verb Tenses**  Students will work with a partner to find examples of the past tense in a portion of the text. Students will write sentences in the past tense about the causes of the Revolution.  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=72): p 118  **Spelling: VCV pattern**  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=74) (p. 78)  Students will work in a group to sort the spelling word cards for the unit into two categories. Students will create sentences using the spelling words that relate to the text. (The king’s subjects **preferred** not to pay taxes.)  Using page 360 of *Can’t You Make Them Behave, King George*, students will hunt for words with a vcv pattern. Students will write sentences about the causes of the Revolution using the words that they find.  **2)Comprehension/Building Knowledge:**  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume3/launch.html)p. 22 Lesson 12  Students will work with groups or partners to compare the differences of opinion between England and the Colonists that led to the Revolution.    ““From the **Leveled Readers**:   * [*Printed Words of the American Revolution*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson12/index.html) * [*Pamphleteers of the American Revolution*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson12/index.html) * [*Paul Revere, A Hero on Horseback*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780544149137_/pdf/Leveled_Readers/Comprehension/Stage_4/Lesson55/Reader_Paul_Revere_Hero_on_Horseback.pdf)   Other Resources:   * RAZ: [*Seeds of a Revolution*](https://www.readinga-z.com/books/leveled-books/book/?id=860) * [*How Revolution Led to a Republic*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/) (Project Based learning)   This project based pack offers visuals for the causes and effects of the Revolution, Venn diagrams, and graphic organizers.  Read Works: [*The American Revolution*](http://www.readworks.org/passages/american-revolution-1763-1783-excerpt)  **3)Vocabulary:**  **Write-Around:** Subject, benefit, repeal, advantages, temporary, conflict, prohibit, previously, prevent, midst, rebellious, objection, tax (as a verb), right  [Vocabulary in context cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html)  Students will work with a group to use the vocabulary to complete a write-around to summarize *Can’t You Make Them Behave, King George?*  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Can’t You Make Them Behave, King George?*  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Take turns reading/repeating *Can’t You Make Them Behave, King George?*  to a partner (Lesson 12)  Fluency:  Rate: Students will work in pairs to read a portion of the text *Can’t You Make Them Behave, King George?* Students will assess each other’s attention to rate as they read. |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

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| **Grade 5 weeks 7-8** | DAYS: WEEK 1 | | | | |
| **Unit Topic: African American History** | | | | | |
| **Essential Question:** How did James Forten demonstrate heroism during the American Revolution? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.2 RI.5.3 RI.5.10 W.5.2. L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Social Studies | | | | |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * [James Forten,”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html) (910L) excerpt from *Now Is Your Time* by Walter Dean Myers (TE250)- Biography   Respond to text questions orally and/or in writing from Think Through the Text questions  Utilize target strategy: Summarize to help students comprehend the text.    \*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:**  [James Forten biography](http://gardenofpraise.com/ibdfort.htm)  Students will work with a partner to highlight words or phrases that will help them characterize James Forten.  **Option 2:**  [9 Amazing Facts about James Forten](http://atlantablackstar.com/2015/09/02/9-amazing-facts-about-the-life-of-james-forten-you-may-not-know/2/)  This site provides visual supports for building knowledge about James Forten. The teacher may use these images to create “notice and wonder” activity for students prior to reading.  **Option 3:**  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=14A) : students will use adverbs of time to help them sequence “James Forten” as they create summaries of the text. | | | | |
| Vocabulary  Drawn from the texts | dexterity, aspects, abolitionists, relented, men of color, captives, bondage, privateers, profit, authorities, comrades, provisions, surrendered, tentative, persuade, yellow fever, rebels, traitors, enslavement, apprentice, contributions, influential  **Teacher should use the 7-steps method to introduce vocabulary as students read portions of the text.** | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar: Commas and Semi-colons**  [Reader’s Notebook activity](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=199):  Students will work independently to edit the sentences using the correct punctuation. Afterwards, students will work with a partner to check work and discuss how to correct the sentences.  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html?page=T305) (TE 305) Teachers can model writing dates to help students sequence the events of the story that demonstrate why James Forten is a hero.  **Spelling: VV patterns**  [Language and Literacy Guide p. 82](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=82)  Students will work with a partner to use a portion of the text to sort vv patterned words. Students will use the words in a sentence to describe James Forten. | | | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based on the proficiency level of students   |  | | --- | | 1. James Forten overcame difficulties in order to one of the most successful African American men of his time. Describe the difficulties of Forten’s life and the many ways that he helped others throughout his lifetime. 2. Walter Dean Myers writes that James Forten was “not a hero.” Instead, he describes Forten as a “man who helped to create” the United States of America. What are some things that Forten did in his later years that helped to create a nation? 3. A hero is brave, good, and often looked up to by other people. Describe at least three things that Forten did in his lifetime that would qualify him as a “hero.”   Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> | | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Greek and Latin Roots  [Readers Notebook p. 195](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=195)  [Reteaching Vocabulary TE305](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html?page=T304)  Expression | | | | |

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| **Grades 5 weeks 7-8** | DAYS: **WEEK 2** | | | | |
| **Essential Question:** What role did African Americans play during the American Revolution? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI.5.1 RI.5.2 RI.5.3 RI.5.10 W.5.2. L.5.5](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Social Studies | | | | |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> | | | | |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | **Journeys Resources**   * [*The Extraordinary Life of Thomas Peters*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson14/index.html)(from Leveled Readers) (on level 960L) * [*Thomas Peters: A Remarkable Man*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson14/index.html) *(ELL Reader 660L)*   **Videos:**   * “[Black Revolutionary Seamen](http://www.pbs.org/wgbh/aia/part2/2p51.html)”   [“Prince Hall”](http://www.pbs.org/wgbh/aia/part2/2p37.html)   * “[Runaways”](http://www.pbs.org/wgbh/aia/part2/2p17.html)   **Other Resources**   * P[hoto Essay, “African Americans in the Revolutionary War,”](http://www.oxfordaasc.com/public/features/archive/0907/photo_essay.jsp?page=1) * [“African Americans in the American Revolution”](http://www.buzzle.com/articles/african-americans-in-the-american-revolution.html) * [“African Americans and the Revolution”](http://ncpedia.org/history/usrevolution/african-americans) | | | | |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  **Grammar: Transitions**  Teacher will create sentence frames for a James Forten essay utilizing transition words found in the linked document:  [Academic Language Toolkit and frames](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  **Spelling: final schwa +l**  [Language and Literacy Guide lesson 15](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84)  Students will use a portion of the text to sort words with a final shwa and l sound. Students will use the words that they find to write sentences about African American history from the texts.  [Readers Notebook p. 208](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=207) | | | | |
| Writing   * Response to text * Writing Process * Culminating task | Choose one of the following based on the proficiency level of students   |  | | --- | | Choose one of the following based on the proficiency level of students.   1. The people we read about overcame difficulties in order to some of the most successful African American men of his time. Describe the difficulties of their lives and the many ways that they helped others throughout their lifetimes. 2. A hero is brave, good, and often looked up to by other people. Describe at least three things that the people you read about did in their lifetimes that would qualify them as “heroes”.   Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> | | | | | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Prefixes: -im; -il; -in; -ir  [Reader’s Notebook p. 207](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=207)  [Youtube](https://www.youtube.com/watch?v=M-BBvp9JIpc)  [Prefix worksheets](http://www.k12reader.com/subject/vocabulary/prefix-worksheets/) (worksheet is found by scrolling about halfway through the site)  Fluency: intonation | | | | |

**ESL Supplemental Work Station and Gradual Release Template**

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| --- | --- |
| **STORY INFORMATION: Topic: The Wetlands** | |
| [James Forten,”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html) (910L) excerpt from *Now Is Your Time* by Walter Dean Myers (TE250)- Biography |  |
| Essential Question: | How did James Forten demonstrate heroism during the American Revolution? |
| Gradual Release:  Routines for whole group instruction | *See GRR chart at end of this curriculum document***.** |
| Culminating Task:  [W.5.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**  Choose one of the following based on the proficiency level of students   1. James Forten overcame difficulties in order to one of the most successful African American men of his time. Describe the difficulties of Forten’s life and the many ways that he helped others throughout his lifetime. 2. Walter Dean Myers writes that James Forten was “not a hero.” Instead, he describes Forten as a “man who helped to create” the United States of America. What are some things that Forten did in his later years that helped to create a nation? 3. A hero is brave, good, and often looked up to by other people. Describe at least three things that Forten did in his lifetime that would qualify him as a “hero.”   **Week 2:**  Choose one of the following based on the proficiency level of students.   1. The people we read about overcame difficulties in order to some of the most successful African American men of his time. Describe the difficulties of their lives and the many ways that they helped others throughout their lifetimes. 2. A hero is brave, good, and often looked up to by other people. Describe at least three things that the people you read about did in their lifetimes that would qualify them as “heroes”.   **Supplemental Activities for introductory sentences:**   * [The Readers’ Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=199) (independent reading and written response to text) p. 200   Use Graphic Organizer, Flow Chart: Sequence of Events, to organize thinking and then to summarize the biographical story (Projectable 14.2) |
| Stations Activities:  [L. 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [FS 5.4: 4. Read with sufficient accuracy and fluency to support comprehension.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **1): Word Work:**  **Week 1:**  **Grammar: Commas and Semi-colons**  [Reader’s Notebook activity](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=199):  Students will work independently to edit the sentences using the correct punctuation. Afterwards, students will work with a partner to check work and discuss how to correct the sentences.  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html?page=T305) (TE 305) Teachers can model writing dates to help students sequence the events of the story that demonstrate why James Forten is a hero.  **Spelling: VV patterns**  [Language and Literacy Guide p. 82](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=82)  Students will work with a partner to use a portion of the text to sort vv patterned words. Students will use the words in a sentence to describe James Forten.  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=14A) : students will use adverbs of time to help them sequence “James Forten” as they create summaries of the text.  Week 2:  **Grammar: Transitions**  Teacher will create sentence frames for a James Forten essay utilizing transition words found in the linked document:  [Academic Language Toolkit and frames](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  **Spelling: final schwa +l**  [Language and Literacy Guide lesson 15](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84)  Students will use a portion of the text to sort words with a final shwa and l sound. Students will use the words that they find to write sentences about African American history from the texts.  [Readers Notebook p. 208](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=207)  Follow the daily **Phonics** and **Fluency** sequence of activities  Prefixes: -im; -il; -in; -ir  [Reader’s Notebook p. 207](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=207)  [Youtube](https://www.youtube.com/watch?v=M-BBvp9JIpc)  [Prefix worksheets](http://www.k12reader.com/subject/vocabulary/prefix-worksheets/) (worksheet is found by scrolling about halfway through the site)  Fluency: intonation  **2) Comprehension/Building Knowledge:**  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume3/launch.html)p. 14 Lesson 8  Students will work with groups or partners to summarize why it is important to protect the everglades from each of the below texts.    **Journeys Resources**   * [*The Extraordinary Life of Thomas Peters*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson14/index.html)(from Leveled Readers) (on level 960L) * [*Thomas Peters: A Remarkable Man*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson14/index.html) *(ELL Reader 660L)*   **Videos:**   * “[Black Revolutionary Seamen](http://www.pbs.org/wgbh/aia/part2/2p51.html)”   [“Prince Hall”](http://www.pbs.org/wgbh/aia/part2/2p37.html)   * “[Runaways”](http://www.pbs.org/wgbh/aia/part2/2p17.html)   **Other Resources**   * P[hoto Essay, “African Americans in the Revolutionary War,”](http://www.oxfordaasc.com/public/features/archive/0907/photo_essay.jsp?page=1) * [“African Americans in the American Revolution”](http://www.buzzle.com/articles/african-americans-in-the-american-revolution.html) * [“African Americans and the Revolution”](http://ncpedia.org/history/usrevolution/african-americans)   **3) Vocabulary:**  [Greek and Latin Roots](http://www.k12reader.com/worksheet/greek-and-latin-root-words-graph-and-meter/): online worksheet  [Readers Notebook p. 195](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=195)  [Reteaching Vocabulary TE305](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume3/launch.html?page=T304)  **Write-Around:** dexterity, aspects, abolitionists, relented, men of color, captives, bondage, privateers, profit, authorities, comrades, provisions, surrendered, tentative, persuade, yellow fever, rebels, traitors, enslavement, apprentice, contributions, influential  Students will work with a group to use the vocabulary to complete a write-around to summarize [*James*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html) *Forten*  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *James Forten*  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Dramatic Reading (lesson 14) |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

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| **Gradual Release of Responsibility Example Behaviors** | | |
| **Teacher** | | **Student** |
| **I do it**  **Modeled Instruction** | * **Provides direct instruction** * **Establishes goals and purpose** * **Models the expectation** * **Think aloud** | * **Actively listens** * **Takes notes** * **Asks for clarification** |
| **We do it**  **Guided Instruction /**  **Guided Practice** | * **Interactive instruction** * **Works with students** * **Checks, prompts, clues** * **Provides additional modeling** * **Meets with needs-based groups** | * **Asks and responds to questions** * **Works with teacher and classmates** * **Completes process alongside others** |
| **They do it**  **together**  **Collaborative Practice** | * **Provides feedback** * **Moves among groups** * **Clarifies confusion** * **Provides support** | * **Works with classmates, shares outcome** * **Collaborates on authentic task** * **Consolidates learning** * **Completes process in small group** * **Looks to peers for clarification** |
| **You do it**  **Independently**  **Independent Practice** | * **Provides feedback** * **Evaluates progress toward the learning expectation** | * **Works alone** * **Relies on notes, activities, classroom learning to complete assignment** * **Takes full responsibility for outcome** |

**Week 9:**

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

During week 9, writing should remain an area of focus. For grade 5, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE’s ELA Writing Standards](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

**Grade 5 Writing Standards**

Standard Text Types and Purposes

1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d.Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events

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[**Journeys Progress Monitoring Assessments:**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/assessment_guide_te_9780547953090_/launch.html) The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-12) and return to the teacher’s test form from the beginning of the year (pages xi, xii) for each child being tested. Use the teacher’s test form to record the child’s responses and scores *Assess students through lessons 15-16 (pages 13-24).*

*See pages viii-ix for Scoring and Interpretation of assessment results.*

**Purpose:**

•  To check on a child’s growth or problems in learning skills and high- frequency words

•  To target learning gaps by using these test results combined with test results from the core instructional program

**Sections on the Test**

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

**Please note:** Grade 5 students may need to be assessed via the Journey’s[*grades 1*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html)*,* [*grade 2*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/assessment_guide_te_9780547953069_/launch.html) *,* [*grade 3*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/assessment_guide_te_9780547953076_/launch.html) *, or* [*grade 4*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/assessment_guide_te_9780547953090_/launch.html) *Progress Monitoring Assessments (or a combination thereof).* Please review grades 1-4 week 9 Quarter 2 curriculum for specific areas to be assessed.

**Administering the Grade 5 Tests**

To administer the **oral reading** section:

•  Have a clock or watch with a second hand or a stopwatch available to time the student’s reading.

•  Explain that the test has two parts. First, you’ll listen to the student read a passage aloud. Then you’ll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.

•  Time the student’s reading for 30 seconds.

•  Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.

•  Mark an X on the last word that the student reads at 30 seconds.

•  Allow the student to finish reading the entire passage.

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

•  At the end of the reading ask the questions provided, and have the student respond orally.

•  Give the student a reasonable time to respond. Use the rubric on the teacher’s test form to evaluate the response. Record a number.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](https://www.readinga-z.com/fluency/fluency-practice-passages/) (Reading A-Z [Grade level correlation chart](https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/))

**Additional Comprehension Passages:**  [ReadWorks Reading Passages](http://www.readworks.org/books/passages)