**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:**

Complex Text

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers.

The standards build a staircase of text complexity so that all students are ready for the demands of college and career-level reading no later than the end of the high school.

Evidence from Text

The standards place a premium on students writing to sources. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care.

The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence will be essential for effective argumentative and informational writing.

Building Knowledge

Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In K-5, fullfilling the standards requires a 50-50 balance between informational and literacy reading.

Informational reading primarily includes content rich non-fiction in history/ social studies, sciences and the arts.

The K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years.

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.

The following cross-reference to SCS ELA curriculum is provided to assist in making decisions about how best to use this ESL curriculum document in conjunction with ELA. Realizing that ESL students benefit from more time to develop knowledge of vocabulary and concept development within a particular topic, ESL teachers are advised to use the TWAG format to assist in doing so.

Quarter 3 ELA Quarter 3 ESL TWAGs

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | LAFF | Weeks 1 & 2 | LAFF |
| Weeks 2 & 3 | Darnell Rock Reporting (Building Knowledge) |  |  |
| Week 4 | The Black Stallion | Weeks 3 & 4 | Darnell Rock Reporting |
| Weeks 5 & 6 | Tucket’s Travels (Building Knowledge) | Weeks 5 & 6 | Tucket’s Travels |
| Weeks 7-9 | The Birchbark House (Novel Study) | Weeks 7-9 | The Birchbark House |

**2- Week version:** Unit 4 L. 16: Quarter 3 week 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 5** | WEEK 1 | | | | |
| **Unit Topic: Inventions** | | | | | |
| **Essential Question:** How can new inventions help us or cause more problems? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from Lesson 16**  RL.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure  RL.5.6 describe how a narrator’s or speaker’s point of view influences how events are described  RL.5.7 analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text  RL.5.10 read and comprehend literature  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.7 draw on information from print and digital sources to locate answers or solve problems  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  RF.5.4b read orally with accuracy, appropriate rate, and expression  W.5.1a introduce a topic, state an opinion, and create an organizational structure  W.5.1b provide logically ordered reasons supported by facts and details  W.5.3a orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence  W.5.3b use narrative techniques to develop experiences and events or show characters’  responses  W.5.3d use concrete words and phrases and sensory details  W.5.4 produce writing in which development and organization are appropriate to task, purpose, and audience  W.5.5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach  W.5.7 conduct short research projects that use several sources to build knowledge through investigation  W.5.10 write routinely over extended time frames and shorter time frames  SL.5.1c pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks  SL.5.1d review key ideas expressed and draw conclusions in light of information from the discussions  SL.5.2 summarize a written text read aloud or information presented in diverse media and formats  SL.5.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.6 acquire and use general academic and domain-specific words and phrase  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts | | | | |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [*LAFF*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73) *(800L)* Realistic Fiction (TE 16) RL.5.1 RL.5.2 RL.5.3 RL.5.4 SL.5.1c SL.5.1d  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:** RL.5.7  [*Japanese Cartoons are Manga-ificient*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html) *Unit 16 Teacher Read Aloud.*  *The teacher can begin the unit by reading about how Japanese comic books were invented. Ask students what the author says about how and why these comics were invented.*  **Option 2:** RL.5.7  RAZ: [Inventions](https://www.readinga-z.com/books/leveled-books/book/?id=883) Allow students to skim and scan the text using text features to begin a discussion on what it takes to invent something.  **Option 3:** RL.5.7  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=17A) : students will use the sentence frames on the back of the card to explain how the girl in the picture is using her imagination to be inventive. | | | | |
| Vocabulary  Drawn from the texts | Impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment RL 5.4  **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: Adjectives**  [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g5_top_pos_adj_004.html): students will watch the video and write examples of adverbs and how they are used in English.  Students will work with a partner to identify adjectives in [*LAFFF*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73)*.*  Students will use a variety of adjectives in speaking and writing to describe the pictures in the text.  [Reader’s Notebook pp 223-224](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=207)  **Spelling: words with -ed and -ing endings** L.5.2e  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lessons 16-17  Students will work with a partner to sort words from the text according to their endings.  Explain that students will work with a partner to hunt for words with -ed or -ing in a reading selection. Remind them to identify words with -ed or -ing that have base words with the VC ending.  Have students turn to page 406 of their Student Books. Tell them to skim the selection “Lunch Money” for words that fit into one of the two categories.   Have students sort and record each word they find in their Word Study Notebooks. As time allows, students may add other words they know that fit the categories. (Possible responses: grinned, marketing, reading,  trimmed | | | | |
| 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 W.5.1 W.5.2   |  | | --- | | 1. The central problem of the story is whether or not Angela should use the time machine to write   her story. In your opinion, should Angela use the time machine to solve her problem? Discuss  the advantages and disadvantages of such technology and use evidence from the text to support your  opinion.   1. At the end of the story, Angela says “I hadn’t won the contest fairly.” Use evidence from the   text to explain the author’s point of view about using new technology to make personal gains.  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  Word parts and Inflectional Endings  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73) TE 73  Have students open to Student Book p. 490. Help students find the sentences containing these words. • Ask them to note the spelling changes in the base words.  Word Origins  [Reader’s Notebook Vocabulary Strategies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=219) p. 219 RL 5.4  Students will underline the base word in each vocabulary word and then define the vocabulary in their own words.  Rate  Students will work with a partner to read a portion of *Lunch Money.* After reading students should answer the following questions:  What do you notice about your reading rate after listening to the recording?  How do you think your reading rate can improve? | | | | |

**2- Week version:** Unit 4 L. 16: Quarter 3 weeks 1-2

|  |  |
| --- | --- |
| **Grades 5** | WEEK 2 |
| **Essential Question:** How can new inventions help us or cause more problems? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from Lesson 17**  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure  RL.5.6 describe how a narrator’s or speaker’s point of view influences how events are described  RL.5.10 read and comprehend literature  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.2 determine two or more main ideas and explain how they are supported by details/summarize  RI.5.8 explain how an author uses reasons and evidence to support points  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  W.5.1a introduce a topic, state an opinion, and create an organizational structure  W.5.1b provide logically ordered reasons supported by facts and details  W.5.1d provide a concluding statement or section  W.5.3a orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence  W.5.3b use narrative techniques to develop experiences and events or show characters’ responses  W.5.3c use transitional words, phrases, and clauses to manage the sequence of events  W.5.3d use concrete words and phrases and sensory details  W.5.3e provide a conclusion  W.5.4 produce writing in which development and organization are appropriate to task, purpose, and audience  W.5.5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach  W.5.8 recall information from experiences or gather information from print and digital sources/summarize and paraphrase information and provide a list of sources  W.5.10 write routinely over extended time frames and shorter time frames  SL.5.1a come to discussions prepared/explicitly draw on preparation and other information about the topic  SL.5.1d review key ideas expressed and draw conclusions in light of information from the discussions  SL.5.2 summarize a written text read aloud or information presented in diverse media and formats  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.3a expand, combine, and reduce sentences  L.5.5c use the relationship between words to understand each of the words  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | RI.5.1 RI.5.2 RI.5.8   * [From Dreams to Reality](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html) 850L (Informational Text)   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.    Students should read a variety of leveled texts on inventions. 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** | RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6  **Journeys Resources**   * **Struggling Reader** [Robot Rescue](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson17/index.html) 400L * **Advanced** [Pancakes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson17/index.html) 770L * **Vocabulary Reader** [That’s a Wacky Idea](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson17/index.html) 630L   **Other Resources**   * RAZ: [Fantastic Flying Machines](https://www.readinga-z.com/books/leveled-books/book/?id=1319) (multi-level reader) * RAZ Close Reading Pack: [Why Do Some Inventions Change History?](https://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=583&grade=grade4) |
| Vocabulary  Drawn from the texts | Funnies, feature, speech balloons, thumbed, standards, marked the end, RL 5.4  *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: Adverbs: L 5.4**  Grammar Snap videos: Adjectives and Adverbs  Students will work with a partner to identify adjectives in [*LAFFF*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73)and another text. Students will use a variety of adverbs in speaking and writing to describe the pictures in the text.  **Spelling: words with -ed and -ing endings L 5.4**  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lessons 16-17  Students will work with a partner to sort words from the text according to their endings.  Explain that students will work with a partner to hunt for words with -ed or -ing in a reading selection. Remind them to identify words with -ed or -ing that have base words with the VC ending.  Have students turn to page 406 of their Student Books. Tell them to skim the selection “LAFFF” for words that fit into one of the two categories.   Have students sort and record each word they find in their Word Study Notebooks. As time allows, students may add other words they know that fit the categories. (Possible responses: grinned, marketing, reading,  trimmed |
| Writing   * Response to text * Writing Process * Culminating task | W 5.1 W 5.2 W.5.5 W.5.8 W.5.10  Choose one of the following based on the proficiency level of students   |  | | --- | | 1. There are many advantages and disadvantages of technology. Using evidence from *LAFFF* and at   least one other source, give your opinion on whether or not technology is helpful or harmful.  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  **Recognizing common word parts RF 5.4**  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73) TE 73  Have students open to Student Book p. 490. Help students find the sentences containing these words. • Ask them to note the spelling changes in the base words.  Word Origins  [Reader’s Notebook Vocabulary Strategies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=219) p. 219  Students will underline the base word in each vocabulary word and then define the vocabulary in their own words.  **Intonation:**  Students will work with a partner to read a portion of *LAFFF.* After reading students should answer the following questions:  What do you notice about your reading rate after listening to the recording?  How do you think your intonation can improve? |

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

|  |  |
| --- | --- |
| **STORY INFORMATION: Topic: Inventions** | |
| [*LAFFF*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73) *(800L)* Realistic Fiction | **Grade 5 Q3 Weeks 1-2** |
| Essential Question: | How can new inventions help us or cause more problems? |
| Gradual Release:  Routines for whole group instruction | See GRR chart at the end of the document |
| Culminating Task:  W.5.1; 5.3  W 5.1 W 5.2 W.5.5 W.5.8 W.5.10 | **Week 1:**  Choose one of the following based on the proficiency level of students   1. The central problem of the story is whether or not Angela should use the time machine to write her story. In your opinion, should Angela use the time machine to solve her problem? Discuss the advantages and disadvantages of such technology and use evidence from the text to support your opinion. 2. At the end of the story, Angela says “I hadn’t won the contest fairly.” Use evidence from the text to explain the author’s point of view about using new technology to make personal gains.   **Week 2:**  Choose one of the following based on the proficiency level of students.   1. There are many advantages and disadvantages of technology. Using evidence from *LAFFF* and at least one other source, give your opinion on whether or not technology is helpful or harmful. |
| Stations Activities:  L.5.2e  [L](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) 5.4    RF 5.4: 4  RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6  RL 5.4 | **1): Word Work:**  **Week 1 and 2:**  **Grammar: Adjectives**  [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g5_top_pos_adj_004.html): students will watch the video and write examples of adjectives and how they are used in English.  Students will work with a partner to identify adjectives in Lafff Students will use a variety of adjectives in speaking and writing to describe the pictures in the text.  [Reader’s Notebook pp 223-224](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=207)  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lessons 16-17  **Grammar: Adverbs:**  Grammar Snap videos: Adjectives and Adverbs  Students will work with a partner to identify adjectives in LAFFF and another text. Students will use a variety of adverbs in speaking and writing to describe the pictures in the text.  **Spelling: words with -ed and -ing endings**  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lessons 16-17  Students will work with a partner to sort words from the text according to their endings.  Explain that students will work with a partner to hunt for words with -ed or -ing in a reading selection. Remind them to identify words with -ed or -ing that have base words with the VC ending.  Have students turn to page 406 of their Student Books. Tell them to skim the selection “LAFFF” for words that fit into one of the two categories.   Have students sort and record each word they find in their Word Study Notebooks. As time allows, students may add other words they know that fit the categories. (Possible responses: grinned, marketing, reading,  trimmed Fluency: intonation  **2)Comprehension/Building Knowledge:**  Students will work with groups or partners to summarize how text features help with comprehension from each of the below texts.  **Journeys Resources**   * **Struggling Reader** [Robot Rescue](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson17/index.html) 400L * **Advanced** [Pancakes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson17/index.html) 770L * **Vocabulary Reader** [That’s a Wacky Idea](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson17/index.html) 630L   **Other Resources**   * RAZ: [Fantastic Flying Machines](https://www.readinga-z.com/books/leveled-books/book/?id=1319) (multi-level reader)   RAZ Close Reading Pack: [Why Do Some Inventions Change History?](https://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=583&grade=grade4)  **3)Vocabulary:**  Word parts and Inflectional Endings  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T73) TE 73  Have students open to Student Book p. 490. Help students find the sentences containing these words. • Ask them to note the spelling changes in the base words.  Word Origins  [Reader’s Notebook Vocabulary Strategies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=219) p. 219  Students will underline the base word in each vocabulary word and then define the vocabulary in their own words.  **Write-Around:** Impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment,  Students will work with a group to use the vocabulary to complete a write-around to summarize LAFFF  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *LAFFF*  **Intonation and Rate:**  Students will work with a partner to read a portion of *LAFFF.* After reading students should answer the following questions:  What do you notice about your reading rate after listening to the recording?  How do you think your intonation can improve? |
| 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. |

**2- Week version:** Unit 4 L. 19: Quarter 3 weeks 3-4

2-3

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| **Grade 5** | WEEK 3 |
| **Unit Topic: Community Involvement** | |
| **Essential Question:** What do Darnell and his friends learn about community involvement in *Darnell Rock Reporting?* | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from lesson 19**  RL.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.7 analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text  RL.5.10 read and comprehend literature  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.8 explain how an author uses reasons and evidence to support points  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  W.5.1a introduce a topic, state an opinion, and create an organizational structure  W.5.1b provide logically ordered reasons supported by facts and details  W.5.5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach  W.5.8 recall information from experiences or gather information from print and digital sources/summarize and paraphrase information and provide a list of sources  W.5.10 write routinely over extended time frames and shorter time frames  SL.5.1a come to discussions prepared/explicitly draw on preparation and other information about the topic  SL.5.1c pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks  SL.5.2 summarize a written text read aloud or information presented in diverse media and formats  SL.5.3 summarize a speaker’s points and explain how each claim is supported by reasons and evidence  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.4b use common Greek and Latin affixes and roots as clues to the meaning of a word  L.5.6 acquire and use general academic and domain-specific words and phrase  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts; Language of Social Studies |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | RL.5.1 RL.5.2 RL.5.3 RL.5.4 SL.5.1c  [*Darnell Rock Reporting*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.htmlhttps://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html) *(TE 242)* 850L Realistic Fiction  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:** RL.5.7; SL.5.1c  [*Community Involvement: A Parent’s Guide to Getting Involved*](http://kidshealth.org/en/parents/volunteer.html)*:* The teacher can use this site to introduce the topic of community involvement as well as for the purpose of persuasion. Students can use the pictures and headings to predict what the text will be about  **Option 2:** RL.5.7; SL.5.1c  [Community Involvement Google Images](https://www.google.com/search?q=community+involvement&safe=strict&biw=1003&bih=485&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjorKL0jZzPAhUKPD4KHaZ-Bh4Q_AUIBigB): Teachers can create a “Wonder Wall” of images for students to look at and work with a partner to write/say sentences about what they notice about the pictures and what they wonder about them in order to predict and build knowledge about the text.  **Option 3:** RL.5.7; SL.5.1c  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=19A) : students will use the sentence frames on the back of the card to share opinions about what they think is happening in the card. The teacher can use the card to build knowledge about town council meetings and how they are set up. |
| Vocabulary  Drawn from the texts | Issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum RL 5.4  **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: Pronouns**  [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g6_top_pos_prn_002.html): students will watch the video and write examples of pronouns and how they are used in English.  Students will work with a partner to identify pronouns in a portion of text from *Darnell Rock Reporting*. Students will use a variety of pronouns and the nouns that they replace in speaking and writing to describe the pictures in the text.  [Reader’s Notebook pp 260](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=260)  **Spelling: words with –ful, -ly, -ness, -less; -ment** L.5.4b  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lesson 19  Students will work with a partner to sort words from the text according to their endings.  Explain that students will work with a partner to hunt for words with two or more of the suffixes in a reading selection.   Have students sort and record each word they find in their Word Study Notebooks. As time allows, students may add other words they know that fit the categories. |
| 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. Darnell and Linda have different arguments for how to use the parking lot. Make a T-chart   using quotes from the text explaining each student’s opinion. Write a paragraph explaining which  student you agree with. Be sure to use evidence from the text to support your opinion. W.5.1a   1. The author tells us that Linda reads her article in “the snootiest voice that Darnell had ever heard” Think about this quote and other quotes from the author. What argument is the author making about community involvement? Use this quotes and others from the text to support your answer. W.5.1a   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  More common suffixes L.5.4b  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T271) TE 271  Have students open to Student Book p. 490. Help students find the sentences containing these words. • Ask them to note the spelling changes in the base words.  Word Origins  [Reader’s Notebook Vocabulary Strategies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=219) p. 256- 257  Guide students to identify the suffixes and spelling changes in the remaining Spelling Words.  Stress |

**2- Week version:** Unit 4 L. 16: Quarter 3 weeks 2-3

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| **Grades 5** | WEEK 4 |
| **WEEK** | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from lesson 20**  RL.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure  RL.5.6 describe how a narrator’s or speaker’s point of view influences how events are described  RL.5.7 analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text  RL.5.9 compare and contrast stories in the same genre on their approaches to themes and topics  RL.5.10 read and comprehend literature  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.8 explain how an author uses reasons and evidence to support points  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  RF.5.4b read orally with accuracy, appropriate rate, and expression  W.5.2a introduce a topic, provide an observation and focus, group related information/include formatting, illustrations, and multimedia  W.5.2b develop the topic with facts, definitions, details, quotations, or other information and examples  W.5.3a orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence  W.5.3b use narrative techniques to develop experiences and events or show characters’ responses  W.5.3c use transitional words, phrases, and clauses to manage the sequence of events  W.5.3d use concrete words and phrases and sensory details  W.5.3e provide a conclusion  W.5.4 produce writing in which development and organization are appropriate to task, purpose, and audience  W.5.5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach  W.5.9a apply grade 5 Reading standards to literature  **Speaking and listening-same as Lesson 19**  L.5.1a explain the function of conjunctions, prepositions, and interjections  L.5.2d use underlining, quotation marks, or italics to indicate titles  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.5a interpret figurative language in context  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts; Language of Social Studies |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | RI.5.1 RI.5.8  [*Volunteer*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T271) *990L (Persuasive Text)*  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.    Students should read a variety of leveled texts on community involvement. 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** | RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6  **Journeys Resources**   * [*Saving the General*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson19/index.html)  on-level text 700L * [*The Old Tree*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson19/index.html)Ell Reader 430L * [*From Parking Lot to Green*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson19/index.html)  Vocabulary Reader 550L   **Other Resources**   * Readworks.org [A Clean Park](http://www.readworks.org/passages/clean-park) 220L   + - [Maggie and the Mission](http://www.readworks.org/passages/maggie-and-mission) 750L * RAZ: [The Life of Cesar Chavez](https://www.readinga-z.com/books/leveled-books/book/?id=642) 890L This is a longer text that teachers may use as the anchor text for week two or chose portions of the text to read for building knowledge. |
| Vocabulary  Drawn from the texts | mentor, campaign, serve, organization, fundraising Words scale, resources, drive  *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- L.5.2d  **Grammar: Proper Mechanics in Writing Titles**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=272) pp 272-275  **Spelling: words from other languages** RF.5.3a  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=408) |
| Writing   * Response to text * Writing Process * Culminating task | Choose one of the following based on the proficiency level of students W.5.2   |  | | --- | | 1. Make a chart using quotes from at least 2 texts explaining the reasons for community   involvement in the texts. Using the quotes, write a 2-3 paragraph essay explaining why community involvement is important.  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 RF.5.3a  **Stress in three syllable words**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=268) p. 268 own words.  [Stress worksheet](https://www.englishclub.com/esl-worksheets/pronunciation/EC_pronunciation-word-stress-4.pdf)  [Stress game](https://www.englishclub.com/esl-worksheets/pronunciation/EC-word-stress-game-PI5.pdf)  Accuracy |

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

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| **STORY INFORMATION: Topic: Community Involvement** | |
| [*Darnell Rock Reporting*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.htmlhttps://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html) *(TE 242)* 850L Realistic Fiction | **Grade 5 Q3 Weeks 5-6** |
| Essential Question: | What do Darnell and his friends learn about community involvement in *Darnell Rock Reporting?* |
| Gradual Release:  Routines for whole group instruction | **See GRR chart at the end of the document** |
| Culminating Task:  W.5.1  W.5.2 | **Week 1:**  Choose one of the following based on the proficiency level of students   1. Darnell and Linda have different arguments for how to use the parking lot. Make a T-chart using quotes from the text explaining each student’s opinion. Write a paragraph explaining which student you agree with. Be sure to use evidence from the text to support your opinion. 2. The author tells us that Linda reads her article in “the snootiest voice that Darnell had ever heard” Think about this quote and other quotes from the author. What argument is the author making about community involvement? Use this quotes and others from the text to support your answer.   **Week 2:**  Choose one of the following based on the proficiency level of students.   1. Make a chart using quotes from at least 2 texts explaining the reasons for community involvement in the texts. Using the quotes, write a 2-3 paragraph essay explaining why community involvement is important. |
| Stations Activities:  [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  L.5.2d  RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6  L.5.4b  RF.5.3a  RL/RI 5.4 | **1): Word Work:**  **Week 1**  **Grammar: Pronouns**  [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g6_top_pos_prn_002.html): students will watch the video and write examples of pronouns and how they are used in English.  Students will work with a partner to identify pronouns in a portion of text from *Darnell Rock Reporting*. Students will use a variety of pronouns and the nouns that they replace in speaking and writing to describe the pictures in the text.  [Reader’s Notebook pp 260](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=260)  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lesson 19  **Week 2:**  **Grammar: Proper Mechanics in Writing Titles**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=272) pp 272-275  **2)Comprehension/Building Knowledge:**  Students will work with groups or partners to summarize why it is important to be involved in the community from each of the below texts.    **Journeys Resources**   * [*Saving the General*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson19/index.html)  on-level text 700L * [*The Old Tree*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson19/index.html)Ell Reader 430L * [*From Parking Lot to Green*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson19/index.html)  Vocabulary Reader 550L   **Other Resources**   * Readworks.org [A Clean Park](http://www.readworks.org/passages/clean-park) 220L   + - [Maggie and the Mission](http://www.readworks.org/passages/maggie-and-mission) 750L   RAZ: [The Life of Cesar Chavez](https://www.readinga-z.com/books/leveled-books/book/?id=642) 890L This is a longer text that teachers may use as the anchor text for week two or chose portions of the text to read for building knowledge  **3)Vocabulary:**  **Spelling: words with –ful, -ly, -ness, -less; -ment**  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lesson 19  Students will work with a partner to sort words from the text according to their endings.  Explain that students will work with a partner to hunt for words with two or more of the suffixes in a reading selection.   Have students sort and record each word they find in their Word Study Notebooks. As time allows, students may add other words they know that fit the categories.  **Spelling: words from other languages**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=408)  **Write-Around:** Issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum  Students will work with a group to use the vocabulary to complete a write-around to summarize Darnell Rock Reporting.  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Darnell Rock Reporting*  **Accuracy:**  Students will work with a partner to read a portion of *Volunteer!* After reading students should answer the following questions:  What do you notice about your accuracy after listening to the recording?  How do you think your accuracy can improve? |
| 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. |

**2- Week version:** Unit 4 L. 21: Quarter 3 weeks 5-6

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| **Grade 5** | WEEK 5 |
| **Unit Topic: Extreme Weather** | |
| **Essential Question:** What did Tuckett’s *good instincts help him protect his family in extreme weather?* | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from lesson 20**  RL.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.7 analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text  RL.5.10 read and comprehend literature  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.8 explain how an author uses reasons and evidence to support points  RL.5.9 compare and contrast stories in the same genre on their approaches to themes and topic  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.2 determine two or more main ideas and explain how they are supported by details/summarize  RI.5.4 determine the meaning of general academic and domain-specific words and phrases  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  W.5.1a introduce a topic, state an opinion, and create an organizational structure  W.5.1b provide logically ordered reasons supported by facts and details  W.5.5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach  W.5.8 recall information from experiences or gather information from print and digital sources/summarize and paraphrase information and provide a list of sources  W.5.10 write routinely over extended time frames and shorter time frames  SL.5.1a come to discussions prepared/explicitly draw on preparation and other information about the topic  SL.5.1c pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks  SL.5.2 summarize a written text read aloud or information presented in diverse media and formats  SL.5.3 summarize a speaker’s points and explain how each claim is supported by reasons and evidence  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.4b use common Greek and Latin affixes and roots as clues to the meaning of a word  L.5.6 acquire and use general academic and domain-specific words and phrase  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts; Language of Science |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | RL.5.1 RL.5.2 RL.5.3 RL.5.4 SL.5.1c  [Tucket’s Travels](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) *(TE 18)* 820L Historical Fiction  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:** RL.5.7; SL.5.1c  Extreme Weather images Teachers can create a “Wonder Wall” of images for students to look at and work with a partner to write/say sentences about what they notice about the pictures and what they wonder about them in order to predict and build knowledge about the text.  **Option 2:** RL.5.7; SL.5.1c  RAZ: [Severe Weather](https://www.readinga-z.com/books/leveled-books/book/?id=1319) Have students think about severe weather. Have them use the text to create a plan of safety for extreme weather?  **Option 3:** RL.5.7; SL.5.1c  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=21A) : students will use the sentence frames on the back of the card to share opinions about what they think is happening in the card. The teacher can use the card to build knowledge about extreme weather. |
| Vocabulary  Drawn from the texts | Undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor RL 5.4  **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  [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)  **Grammar: The Verbs to Be and to Have** L.5.1b  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 307-308  Students will use a portion of the text to use the verbs to be and to have to describe how Tucket survived the extreme weather in the story.  Nature, certain, mountain, departure, gesture, measure, adventure  **Spelling: Final /n /, or /ən /, /chər/, /zhər/** L.5.2e  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) p. 304-305  Students can work with a group to use the following words to create a write-about about *Tucket’s Travels* to evaluate how Tucket solved his problem. |
| 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. Tucket has to make some very difficult decisions along his journey. In your opinion, did Tucket   make good decisions? Write an essay using examples from the story to support your opinion about  whether or not Tucket made good decisions for his and the children’s safety.   1. Write an editorial about why it is important to understand weather patterns. Use examples   from *Tucket’s Travels* to support your opinion.  Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345> | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  More common suffixes L.5.4b  [Options for Reteaching](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume4/launch.html?page=T271) TE 271  Have students open to Student Book p. 490. Help students find the sentences containing these words. • Ask them to note the spelling changes in the base words.  Word Origins  [Reader’s Notebook Vocabulary Strategies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=219) p. 256- 257  Guide students to identify the suffixes and spelling changes in the remaining Spelling Words.  Stress |

**2- Week version:** Unit 4 L. 19 Quarter 3 weeks 5-6

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| **Grades 5** | WEEK 6 |
| **Essential Question:** What did Tuckett’s *good instincts help him protect his family in extreme weather*? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from lesson 20**  RL.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure  RL.5.6 describe how a narrator’s or speaker’s point of view influences how events are described  RL.5.7 analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text  RL.5.9 compare and contrast stories in the same genre on their approaches to themes and topics  RL.5.10 read and comprehend literature  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.8 explain how an author uses reasons and evidence to support points  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  RF.5.4b read orally with accuracy, appropriate rate, and expression  W.5.1a introduce a topic, state an opinion, and create an organizational structure  W.5.1b provide logically ordered reasons supported by facts and details  W.5.1c link opinion and reasons using words, phrases, and clauses  W.5.1d provide a concluding statement or section  W.5.7 conduct short research projects that use several sources to build knowledge through investigation frames and shorter time frame  W.5.3e provide a conclusion  W.5.4 produce writing in which development and organization are appropriate to task, purpose, and audience  W.5.5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach  W.5.9a apply grade 5 Reading standards to literature  **Speaking and listening-same as Lesson 19**  L.5.1a explain the function of conjunctions, prepositions, and interjections  L.5.2d use underlining, quotation marks, or italics to indicate titles  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.5a interpret figurative language in context  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts; Language of Science |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | RI.5.1 RI.5.8  [*Wild Weather*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) *940L (Technical Text)*  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.    Students should read a variety of leveled texts on wild weather 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** | RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6  **Journeys Resources**   * [Picture Card Bank: Weather](https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_/pictureCardBank.html) NP   **Other Resources** Readworks.org[Forecasting Severe Weather to Communities Helps Them Prepare](http://www.readworks.org/passages/forecasting-severe-weather-communities-helps-them-prepare) 1220L [Stormy Weather](http://www.readworks.org/passages/stormy-weather) 440L  [Wild Weather](http://www.readworks.org/passages/wild-weather) 620L  RAZ: [Severe Weather](https://www.readinga-z.com/books/leveled-books/book/?id=1319) 770L This is a longer text that teachers may use as the anchor text for week two or chose portions of the text to read for building knowledge.  [Violent Weather](https://www.readinga-z.com/books/leveled-books/book/?id=1057) 890L |
| 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- L.5.2d  **Grammar: Proper Mechanics in Writing Titles**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=272) pp 272-275  **Spelling: words from other languages** RF.5.3a  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=408) |
| Writing   * Response to text * Writing Process * Culminating task | Choose one of the following based on the proficiency level of students W.5.2   |  | | --- | | 1. Think about the wild weather that you read about in *Tucket’s Travels* and at least one other source. Explain how making good decisions before severe weather hits and during severe weather is   important for our safety. Use examples from *Tucket’s Travels* and at least one other source to support your explanation. Your response should also include examples of what good decisions about weather should be.  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 RF.5.3a  **Stress in three syllable words**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=268) p. 268own words.  [Stress worksheet](https://www.englishclub.com/esl-worksheets/pronunciation/EC_pronunciation-word-stress-4.pdf)  [Stress game](https://www.englishclub.com/esl-worksheets/pronunciation/EC-word-stress-game-PI5.pdf)  Accuracy |

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

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| **STORY INFORMATION: Topic: Wild Weather** | |
| [Tucket’s Travels](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) *(TE 18)* 820L Historical Fiction | **Grade 5 Q3 Weeks 5-6** |
| Essential Question: | What did Tucket’s *good instincts help him protect his family in extreme weather?* |
| Gradual Release:  Routines for whole group instruction |  |
| Culminating Task:  W.5.1 /5.2  W.5.2 | **Week 1:**  Choose one of the following based on the proficiency level of students   1. Tucket has to make some very difficult decisions along his journey. In your opinion, did Tucket make good decisions? Write an essay using examples from the story to support your opinion about whether or not Tucket made good decisions for his and the children’s safety. 2. Write an editorial about why it is important to understand weather patterns. Use examples from *Tucket’s Travels* to support your opinion.   **Week 2:**   1. Think about the wild weather that you read about in *Tucket’s Travels* and at least one other source. Explain how making good decisions before severe weather hits and during severe weather is important for our safety. Use examples from *Tucket’s Travels* and at least one other source to support your explanation. Your response should also include examples of what good decisions about weather should be. |
| Stations Activities:  [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  L.5.2d  RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6  L.5.4b  RF.5.3a  RL/RI 5.4 | **1): Word Work:**  **Week 1**  Follow the daily **Grammar** and **Spelling** sequence of activities  [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)  **Grammar: The Verbs to Be and to Have** L.5.1b  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 307-308  Students will use a portion of the text to use the verbs to be and to have to describe how Tucket survived the extreme weather in the story.  Nature, certain, mountain, departure, gesture, measure, adventure  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lesson 19  **Week 2:**  **Grammar: Proper Mechanics in Writing Titles**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=272) pp 272-275  **2)Comprehension/Building Knowledge:**  Students will work with groups or partners to summarize why it is important to make good decisions during and before extreme weather.    **Journeys Resources**   * [Picture Card Bank: Weather](https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_/pictureCardBank.html) NP   **Other Resources** Readworks.org[Forecasting Severe Weather to Communities Helps Them Prepare](http://www.readworks.org/passages/forecasting-severe-weather-communities-helps-them-prepare) 1220L [Stormy Weather](http://www.readworks.org/passages/stormy-weather) 440L  [Wild Weather](http://www.readworks.org/passages/wild-weather) 620L  RAZ: [Severe Weather](https://www.readinga-z.com/books/leveled-books/book/?id=1319) 770L This is a longer text that teachers may use as the anchor text for week two or chose portions of the text to read for building knowledge.  [Violent Weather](https://www.readinga-z.com/books/leveled-books/book/?id=1057) 890L 3**) Vocabulary:**  **Spelling: Final /n /, or /ən /, /chər/, /zhər/** L.5.2e  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) p. 304-305  Students can work with a group to use the following words to create a write-about about *Tucket’s Travels* to evaluate how Tucket solved his problem.  **Spelling: words from other languages**  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=408)  **Write-Around:** Undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor  Students will work with a group to use the vocabulary to complete a write-around to summarize Tucket’s *Travels*.  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Tucket’s Travels*  **Accuracy:**  Students will work with a partner to read a portion of *Wild Weather!* After reading students should answer the following questions:  What do you notice about your accuracy after listening to the recording?  How do you think your accuracy can improve? |
| 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. |

**2- Week version:** Unit 5 L. 22: Weeks 7-9

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| **Grade 5** | WEEK 7 | | | | |
| **Unit Topic: Native American Traditions** | | | | | |
| **Essential Question:** How do the Ojibwa traditions influence how Omakayas solves her problems? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and skills from lesson 21**  [RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  [RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  [RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  [RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  [W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  [W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  L.5.1b form and use perfect verb tenses  L.5.2e spell grade-appropriate words, consulting references as needed  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts; Language of Social Studies | | | | |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Anchor Text: [*The Birch Bark House*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) TE 98 (Historical Fiction, 980)  [RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) [RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/)  Think Through the Text Questions # 4, 5, 8, 9  Think Aloud p. 99  Analyze the Text p. 177 for support with R1 5.1  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:**  [RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) [RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/)  [Teacher Read Aloud: *Tales and Truths of the Ojibwa*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) TE 92  **Option 2:**  [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/)  [Ojibwa Images](https://www.bing.com/images/search?q=images+ojibwe&qpvt=images+ojibwe&qpvt=images+ojibwe&qpvt=images+ojibwe&FORM=IGRE)  Teachers can create a “wonder wall” and ask students to create statements and questions about what they notice about the pictures and what they wonder about them in order to predict and build knowledge about the text.  **Option 3:**  [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/)  [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=22A) : students will use the sentence frames on the back of the card to share opinions about what they think is happening in the card. The teacher can use the card to build knowledge about Ojibwa and compare our way of live with the Ojibwa way of life (see language frames on the back of the card) | | | | |
| Vocabulary  Drawn from the texts | Spared, nerve, banish, astonished, deserted, reasoned, margins, envy, upright, bared | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)  **Grammar: The Verbs to Be and to Have** L.5.1b  Students will use the verbs to be and to have to describe Omakayas character and how she solves the problem in the story.  Ex: Omakayas is very brave because she did not run away from the bears.  Omakayas has courage because she did not run away from the bears.  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 307-308  **Spelling: Final /n /, or /ən /, /chər/, /zhər/** L.5.2e  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) p. 304-305  Students can work with a group to use the following words to create a write-about about *The Birchbark* House to evaluate Omakayas problem.  nature certain mountain mixture pleasure departure texture creature gesture measure feature. adventure | | | | |
|  | |  | | --- | | Choose one of the following based on the type of writing to be highlighted:   1. Write a story from the point of view of the Mother Bear. Use details from the story to   explain how the mother bear felt when she saw Omakayas with her cubs and why she decided not to  attack. [W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) [W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/)   1. Use evidence from the story and other sources to explain how the Ojibwa culture helped Omakayas solve her dilemma with the mother bear. Determine how the lessons from her   culture helped her in the situation. [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/)  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 L.5.2e  Common final syllables  [Syllable Worksheets and Games](http://www.fcrr.org/curriculum/PDF/G4-5/45APPartTwo.pdf) : the resource provides game boards and cards for students to practice reading and saying multisyllabic words. P 22 highlights this particular skill.  Pauses | | | | |

**2- Week version:** Unit 5 L. 23: Quarter 3 weeks 7-8

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| **Grades 5** | WEEK 7-9 |
| **Essential Question:** How do our traditions help us make decisions and solve problems? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills from Lesson 22**  RL.5.2 determine theme from details/summarize  RL.5.3 compare and contrast characters, settings, or events, drawing on details  RL.5.4 determine the meaning of words and phrases, including figurative language  RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure  RL.5.6 describe how a narrator’s or speaker’s point of view influences how events are described  RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences  RI.5.2 determine two or more main ideas and explain how they are supported by details/summarize  RI.5.4 determine the meaning of general academic and domain-specific words and phrases  RI.5.8 explain how an author uses reasons and evidence to support points  RI.5.10 read and comprehend informational texts  RF.5.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately  RF.5.4a read on-level text with purpose and understanding  RF.5.4b read orally with accuracy, appropriate rate, and expression  W.5.1a introduce a topic, state an opinion, and create an organizational structure  W.5.2a introduce a topic, provide an observation and focus, group related information/include formatting, illustrations, and multimedia  W.5.8 recall information from experiences or gather information from print and digital sources/summarize and paraphrase information and provide a list of sources  SL.5.1a come to discussions prepared/explicitly draw on preparation and other information about the topic  SL.5.1c pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks  SL.5.1d review key ideas expressed and draw conclusions in light of information from the discussions  SL.5.2 summarize a written text read aloud or information presented in diverse media and form  [L.5.1.B](http://www.corestandards.org/ELA-Literacy/L/5/1/b/) Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.  L.5.2e spell grade-appropriate words, consulting references as needed  L.5.5b recognize and explain the meaning of idioms, adages, and proverbs  L.5.6 acquire and use general academic and domain-specific words and phrases  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921)  WIDA: Language of Language Arts, Language of Social Studies |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | [Four Seasons of Food](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) (Informational Text) 790L  Think Through the Text Questions #1, 3  SL.5.1a SL.5.2 RI.5.1 RI.5.2  Students should read a variety of leveled texts on Ojibwa or Native American culture. 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** | SL.5.1a SL.5.2 RI.5.1 RI.5.2 RL.5.5  From **Leveled Readers:**   * [The City on the Cliffs](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson22/index.html) (below level) 530L * [Buffalo Hunt](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson22/index.html) (on level) 770L * [Old Bark’s Cure](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson22/index.html) (Advanced) 770L * [Meet the Ojibwa](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson22/index.html) (Vocabulary Reader) 500L * [The Big Hunt](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson22/index.html) (ELL reader) 480L   Other resources:   * RAZ: [Native American Resource Pack](https://www.readinga-z.com/book-related-resources/theme-news-packs/native-american/): The core of the theme pack highlights five Native American nations in historical and realistic fiction leveled books. This features Concept Books on Food, People, Homes, and Dolls that illustrate many ways of life. Choose from resources on North Americans with picture writing prompts, a map, a multilevel folktale, poetry, and graphic organizers. |
| 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: Perfect Tenses** [L.5.1.B](http://www.corestandards.org/ELA-Literacy/L/5/1/b/)  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=319) pp. 319-321  [Student Grammar Book](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/ese_9780547894546_/Build/launch.html?page=688) pp 368-369  Students will write sentences with a frame describing Omakayas. Ex: She has lived in the village since she was born  **Spelling:** Final /**i**j/, /**i**v/, /**i**s/ L.5.2e  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=319) pp. 316-318  Using several words from the list below, students will work with a partner to say or write descriptions of Omakayas and the bears.  storage relative courage native voyage knowledge creative cowardice village language |
| Writing   * Response to text * Writing Process * Culminating task | |  | | --- | | Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week.  Recommended task:   1. Create a graphic organizer describing the cultures of at least two Native American tribes   that you have read about. Use evidence from these sources to explain how Native American culture determined how people made decisions in their daily lives and how they solved problems. [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/)  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  Rate |

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

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| --- | --- |
| **STORY INFORMATION: Topic: Native Americans** | |
| [*The Birch Bark House*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) TE 98 (Historical Fiction, 980) | **Grade 5 Q3 Weeks** |
| Essential Question: | How do the Ojibwa traditions influence how Omakayas solves her problems? |
| Gradual Release:  Routines for whole group instruction | \*See GRR Example Behaviors at end of document. |
| Culminating Task:  [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/) | **Week 1:**  Choose one of the following based on the proficiency level of students   1. Write a story from the point of view of the Mother Bear. Use details from the story to explain how the mother bear felt when she saw Omakayas with her cubs and why she decided not to attack. [W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) [W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/) 2. Use evidence from the story and other sources to explain how the Ojibwa culture helped Omakayas solve her dilemma with the mother bear. Determine how the lessons from her culture helped her in the situation. [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/)   **Week 2:**  Recommended task:   1. Create a graphic organizer describing the cultures of at least two Native American tribes that you have read about. Use evidence from these sources to explain how Native American culture determined how people made decisions in their daily lives and how they solved problems. [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) [W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/) |
| Stations Activities:  [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)  [L.5.1.B](http://www.corestandards.org/ELA-Literacy/L/5/1/b/)  [FS 5.3:](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  [RI 5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/)  [Rl 5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)  [L](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) 5.2e | **1): Word Work:**  **Week 1**  [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)  **Grammar: The Verbs to Be and to Have** L.5.1b  Students will use the verbs to be and to have to describe Omakayas character and how she solves the problem in the story.  Ex: Omakayas is very brave because she did not run away from the bears.  Omakayas has courage because she did not run away from the bears.  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 307-308  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 331-332  [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=84) Lesson 21  **Week 2:**  **Grammar: Making Comparisons**  [L.5.1.B](http://www.corestandards.org/ELA-Literacy/L/5/1/b/)  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=319) pp. 319-321  [Student Grammar Book](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/ese_9780547894546_/Build/launch.html?page=688) pp 368-369  Students will write sentences with a frame describing Omakayas. Ex: She has lived in the village since she was born  **2)Comprehension/Building Knowledge:**  Students will work with groups or partners to describe the Native American Cultures that they read about.    SL.5.1a SL.5.2 RI.5.1 RI.5.2 RL.5.5  From **Leveled Readers:**   * [The City on the Cliffs](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson22/index.html) (below level) 530L * [Buffalo Hunt](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ol/lesson22/index.html) (on level) 770L * [Old Bark’s Cure](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson22/index.html) (Advanced) 770L * [Meet the Ojibwa](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/vr/bl/lesson22/index.html) (Vocabulary Reader) 500L * [The Big Hunt](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson22/index.html) (ELL reader) 480L   Other resources:  RAZ: [Native American Resource Pack](https://www.readinga-z.com/book-related-resources/theme-news-packs/native-american/): The core of the theme pack highlights five Native American nations in historical and realistic fiction leveled books. This features Concept Books on Food, People, Homes, and Dolls that illustrate many ways of life. Choose from resources on North Americans with picture writing prompts, a map, a multilevel folktale, poetry, and graphic organizers.  **3)Vocabulary:**  **Spelling: Final /n /, or /ən /, /chər/, /zhər/** L.5.2e  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) p. 304-305  Students can work with a group to use the following words to create a write-about about *The Birchbark* House to evaluate Omakayas problem.  nature certain mountain mixture pleasure departure texture creature gesture measure feature. adventure  unable mistreat disaster dishonest unknown incomplete unequal unstable disagree informal discover unwise mislaid  **Spelling:** Final /**i**j/, /**i**v/, /**i**s/ L.5.2e  [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=319) pp. 316-318  Using several words from the list below, students will work with a partner to say or write descriptions of Omakayas and the bears.  storage relative courage native voyage knowledge creative cowardice village language  **Write-Around:** Spared, nerve, banish, astonished, deserted, reasoned, margins, envy, upright, bared  Students will work with a group to use the vocabulary to complete a write-around to summarize The Birchbark House.  **4) Fluency:**  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *The Birchbark House*  **Accuracy:**  Students will work with a partner to read a portion of *Four Seasons of Food.* After reading students should answer the following questions:  What do you notice about your accuracy after listening to the recording?  How do you think your accuracy can improve? |
| 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:**

During Q3 of grade 5, the Birchbark House study continues. Teachers may wish to begin assessing decodable words, high-frequency words, reading sentences, fluency, and comprehension during weeks 8 & 9, or after finishing each set of stories directly related to monitoring. 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 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 lesson 22.*

*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)