

Shelby Public Schools: Fifth Grade - REACH ESL CURRICULUM MAP - Volume 1

Last Updated: 11/29/2015

<p>Dates (months & days) These dates are estimates only and include a cushion at the end of the year</p>	<p>Unit/Content What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?</p> <p>Topic Vocabulary</p>		<p>Skills What do students have to be able to do related to the content?</p>	<p>Essential Questions What are the fundamental, enduring questions that will guide study and instruction?</p>	<p>CCSS & WIDA</p> <p>What benchmarks will be achieved through this topic?</p> <p>~</p> <p>Instruction</p> <p>What activities will be used to develop the skills and knowledge?</p>	<p>Resources What materials, texts, videos, Internet, software, or human resources support instruction?</p>	<p>Assessment What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned?</p>
<p>Unit 1 Part 1</p>	<p>Crossing Between Cultures</p> <p>Focus: Benefits and Challenges of Immigration</p>	<p>Key Words:</p> <p>Social Studies Vocab: country, culture, education, employment, immigration</p> <p>Academic Vocab: opportunity, refuge, symbol, transition, translate</p> <p>Basic Vocab: Family: aunt, family, grandfather, grandmother, mother, brother, niece, father, son, uncle, cousin, daughter, granddaughter, grandson, sister, nephew</p>	<p>Language Function: -Ask for and Give Information -Give Detailed Information -Complete Subject and Predicate Sentences -Listen to and Learn from Others -Review and Rehearse</p> <p>Reading Strategies: -Plan and Monitor -Character Development -Narrator -Generalizing -Expression -Accuracy and Rate</p> <p>Writing: Daily Writing Tasks</p>	<p>How can where you are change who you are?</p> <p>Part 1: Why do people move to new places?</p>	<p>RL.4.5: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (T13, T22-23, T32-33)</p> <p>RI.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (T18-19)</p> <p>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (T12-T24-25)</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T7)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T13)</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T22-23)</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (T26c-26)</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T9)</p> <p>L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (T48-49)</p> <p>L.5.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (T28, T37)</p>	<p><u>My Diary from Here to There</u> (student book)</p> <p><u>I Was Dreaming to Come to America</u> (student book)</p> <p>Teacher Edition – Volume 1: T2a-T38h</p> <p>Practice Masters: 1.1: Crossing Between Cultures 1.2:How a Character Changes 1.3:A New Sport 1.4:My Diary from Here to There 1.5: Find Those Parts! 1.6: Vocabulary Bingo 1.7: My Diary from Here to There 1.8: My Diary from Here to There 1.9: Reflection Journal 1.10: Compare Genres 1.11: Grammar: Complete Sentences</p> <p>Sing with Me Language Songs – Level F</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 1.1 ● eVisual 1.2 ● eVisual 1.3 ● eVisual 1.4 ● eVisual 1.5 ● eVisual 1.6 	<p>Unit 1 – Part 1 - Key Words Test – Content Words</p> <p>Unit 1 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

			<p>Genre: -Story -Oral History</p>	<p>L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. (T13, T22-23, T32-33)</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (T27a-27b)</p> <p>Listening - Comprehension Strategies Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T12) Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T5, T7) Level 3: Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension. (T10b)</p> <p>Reading - Fluency Strategies Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T8, T12) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T27c) Level 5: Apply strategies to adjust pace and expression while reading orally. (T22-23, T26c)</p> <p>Writing - Narratives Level 2: List illustrated events using phrases or short sentences based on models in round tables with peers. (T38b) Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers. (T38b) Level 4: Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits. (T38b) Level 5: Produce grade-level narrative stories or reports using process writing. (T38b)</p> <p>Writing - Editing & Revising Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T10b)</p> <p>Listening - Explicit & Inferential Information Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T29, T34) Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T16-17, T29, T34) Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T29)</p>	<ul style="list-style-type: none"> ● eVisual 1.7 ● eVisual 1.8 ● eVisual 1.9 ● eVisual 1.10 ● eVisual 1.11 ● eVisual 1.12 ● eVisual 1.13 ● eVisual 1.14 ● eVisual 1.15 ● eVisual 1.16 ● eVisual 1.17 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>An Immigrant Community of the 1900s</u> by Gare Thompson Key Words:</p> <ul style="list-style-type: none"> ● Aid ● Bride ● Culture ● Disaster ● Produce <p>Fina's Story: From Mexico to Texas by Sarah Glasscock Key Words:</p> <ul style="list-style-type: none"> ● Plantation ● Revolution ● Settlement ● Soldiers ● Tourists <p>Erik's Story: From Sweden to Minnesota by Ann Rossi Key Words:</p> <ul style="list-style-type: none"> ● Barter ● Cooperate ● Drought ● Interpreter ● Plots <p>Non-Fiction Books: <u>Coming to the United States</u> by Liz Ray</p>	
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						<ul style="list-style-type: none"> • Risk • Underground <p><u>Stories from the Underground Railroad</u> by Peter Winkler (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> • Disguise • Memories • Risk • Fugitive • Pledge • Slave <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 1 Part 2	<p>Crossing Between Cultures</p> <p>Focus: Adjusting to a New Culture</p>	<p>Key Vocab:</p> <p>Social Studies Vocab: custom, ethnic, citizenship, origin, foreign</p> <p>Academic Vocab: adapt, identify, society, diversity, challenge</p> <p>Basic Vocab: Greetings and Good-Byes: Hi/Hey, Hello/Hello, Hi there/Hello, Hello/Good Morning, Bye/See you later, Good-bye.</p>	<p>Language Function: -Ask and Answer Questions -Make and Respond to Requests -Compound Subjects -Compound Predicates -Compound Subjects; Subject-Verb Agreement -Stay on Topic -Ask for Clarification -Interview</p> <p>Reading Strategies: -Plan and Monitor</p>	<p>How can where you are change who you are?</p> <p>Part 2: What does it mean to fit in?</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T54-55, T63, T66-67)</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (T47, T48-49, T50-51, T54-55)</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T41)</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (T68a-68)</p> <p>RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (T47-59)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T47) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T58) <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (T71a-71b, T71c-71) 	<p><u>A Refugee Remembers</u> (student book)</p> <p><u>American Stories</u> (student book)</p> <p>Teacher Edition – Volume 1: T38i – T75a</p> <p>Practice Masters: 1.12: Map and Talk 1.13: Two into One 1.14: The Autobiography of John Bul Dau 1.15: The Lost Boys 1.16: Words Around the World 1.17: A Refugee Remembers 1.18: A Refugee Remembers 1.19: Dialogue Journal 1.20: Compare Literary Language 1.21: Grammar: Compound Subjects and Subject-Verb Agreement 1.22: Focus and Coherence 1.23: T-Chart 1.24: Revise</p>	<p>Unit 1 – Part 2 - Key Words Test – Content Words</p> <p>Unit 1 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

		<p>Have a nice day./Good-bye, See you soon/Bye, Good-bye/Good-bye.</p>	<p>-Compare and Contrast -Point of View -Literacy Language -Captions, Labels, Map -Expression -Accuracy and Rate</p> <p>Writing: Daily Writing Tasks</p> <p>Genres: -Autobiography -Documentary</p>		<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (T71a-71b, T71c-71)</p> <p>W.5.3d : Use concrete words and phrases and sensory details to convey experiences and events precisely. (T71a-71b, T71c-71)</p> <p>W.5.3e: Provide a conclusion that follows from the narrated experiences or events. (T71c)</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) (T70k-73)</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5). (T71a-73)</p> <p>W.5.9a : Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]). (T60c-60)</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposed, and audiences. (T70k-73)</p> <p>SL.5.1c : Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (T38-39, T62, T70g)</p> <p>SL.5.4 : Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (T73)</p> <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 for specifics expectations). (T70c-70d)</p> <p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (T73a-73)</p> <p>L.5.1d : Recognize and correct inappropriate verbs in verb tense. (T69a-69)</p> <p>L.5.4 : Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (T62, T69)</p> <p>L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs. (T48-49)</p> <p>L5.5c : Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (T62)</p>	<p>1.25: Edit and Proofread</p> <p>Sing with Me Language Songs – Level F</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 1.18 ● eVisual 1.19 ● eVisual 1.20 ● eVisual 1.21 ● eVisual 1.22 ● eVisual 1.23 ● eVisual 1.24 ● eVisual 1.25 ● eVisual 1.26 ● eVisual 1.27 ● eVisual 1.28 ● eVisual 1.29 ● eVisual 1.30 ● eVisual 1.31 ● eVisual 1.32 ● eVisual 1.33 ● eVisual 1.34 ● eVisual 1.35 ● eVisual 1.36 ● eVisual 1.37 ● eVisual 1.38 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books: <u>Our New Life in America</u> by Gare Thompson</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Adapt ● Charity ● Garment ● Journey ● Successful <p>Johnstown Flood by Rebecca L. Johnson</p> <p>Key Words:</p>	
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				<p>L.5.6 : Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (T61a-61b)</p> <p>Listening - Comprehension Strategies Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers’ reading of illustrated books to show comprehension. (T44, T47, T63) Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T56) Level 4: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies. (T56) Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T47, T50-51, T64-65)</p> <p>Reading - Fluency Strategies Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T42, T46) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T61c) Level 5: Apply strategies to adjust pace and expression while reading orally. (T58, T60c)</p> <p>Writing - Narratives Level 2: List illustrated events using phrases or short sentences based on models in round tables with peers. (T71a, T71) Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers. (T71b, T71) Level 4 : Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits. (T71b, T71) Level 5: Produce grade-level narrative stories or reports using process writing. (T70k-T73)</p> <p>Writing - Editing & Revising Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T71b) Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T71, T72a-T72, T73a-T73) Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T72a-T72, T73a-T73) Level 4 : Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T72a-T72, T73a-T73) Level 5: Self-assess to edit and revise writing to produce final drafts. (T72a-T72, T73a-T73)</p> <p>Listening - Explicit & Inferential Information</p>	<ul style="list-style-type: none"> ● Dam ● Engineer ● Huddled ● Native ● Pressure <p><u>Esperanza Rising</u> by Pam Muñoz Ryan Key Words:</p> <ul style="list-style-type: none"> ● Barren ● Decision ● Migrant ● Respect ● Vineyard <p>Non-Fiction Books: <u>A Movie In My Pillow, Una Pelicula En Mi Almohada</u> by Jorge Argueta Key Words:</p> <ul style="list-style-type: none"> ● Adapt ● Charity ● Garment ● Journey ● Successful <p><u>The Upside Down Boy: El Niño De Cabeza</u> by Juan Felipe Herrera Key Words:</p> <ul style="list-style-type: none"> ● Alphabet ● Ceiling ● Recess ● School ● Tortilla <p><u>German-Jewish Immigration</u> by Murray Pile Key Words:</p> <ul style="list-style-type: none"> ● Prejudice ● Refugees ● Religious ● Scholars ● Society <p>National Geographic Explorer!</p>	
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					<p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T64-T65)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T58)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 4 : Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T50-T51, T59, T61c-T61, T66-T67)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). (T73a)</p> <p>Level 3: Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series). (T73a)</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T73a-T73)</p>	<p>Broad Stripes and Bright Stars by Peter Winkler (Pioneer Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Anthem ● Broad ● Glory ● Banner ● Congress ● Symbol <p>Broad Stripes and Bright Stars by Peter Winkler (Pathfinder Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Anthem ● Glory ● Patriotic ● Congress ● Original ● Symbol <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 2 Part 1	<p>Catching the Light</p> <p>Focus: The Importance of the Sun</p>	<p>Key Words:</p> <p>Science Vocab: absorb, reflect, transmit, heat, thermal</p> <p>Academic Vocab: event, assume, theory, explanation, power</p> <p>Basic Vocab: Times and Days of the Week:</p>	<p>Language Function: -Give and Carry Out Commands -Give, Restate, and Follow Commands -Different Kinds of Sentences -Questions with yes/no Answers, do and does -Kinds of Sentences -Give Instructions</p>	<p>What is the power of the sun?</p> <p>Part 1: What would happen if the sun disappeared?</p>	<p>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T87)</p> <p>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. (T103)</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described. (T94-T95)</p> <p>RL.5.7 : Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (T90-T91, T97)</p> <p>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. (T110a-T110)</p> <p>RL.5.10 : By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (T86-T98, T103a-T109)</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T81)</p>	<p>Ten Suns: A Chinese Myth (student book)</p> <p>How the Fifth Sun Came to Be: An Aztec Myth (student book)</p> <p>Teacher Edition – Volume 1: T76a – T112h</p> <p>Practice Masters: 2.1: Catching the Light 2.2: Our Characters 2.3: The Fantastic Sun 2.4: Ten Suns 2.5: The Question Game 2.6: Ten Suns 2.7: Ten Suns</p>	<p>Unit 2 – Part 1 - Key Words Test – Content Words</p> <p>Unit 2 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 1 - Oral Language Rubrics – Optional</p>

		<p>morning, night, afternoon, noon, evening, day</p>	<p>-Create Visual Maps</p> <p>Reading Strategies:</p> <p>-Ask Questions -Character -Point of View -Compare Myths -Intonation -Accuracy and Rate</p> <p>Writing:</p> <p>Daily Writing Tasks</p> <p>Genre:</p> <p>-Myth</p>		<p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T87) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T90-T91) <p>W.5.3 : Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (T112b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (T112b) Use concrete words and phrases and sensory details to convey experiences and events precisely. (T112b) <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (T100c-T100) <p>SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (T112c-T112d)</p> <p>L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). (T102, T111)</p> <p>L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. (T103) <p>Listening - Comprehension Strategies</p> <p>Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T79)</p> <p>Level 3: Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension. (T84a)</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”). (T87, T104-T105, T108)</p> <p>Speaking - Myths</p> <p>Level 1: Answer WH- or choice questions about mythical characters, settings, or phenomena from peers in L1 or L2. (T87, T94-T95, T97, T100c-T100, T103, T109)</p>	<p>2.8: How the Fifth Sun Came to Be 2.9: Compare Origin Myths 2.10: The Story of the Sun</p> <p>Sing with Me Language Songs – Level F</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> Key Word Images Language Builder Picture Cards eVisual 2.1 eVisual 2.2 eVisual 2.3 eVisual 2.4 eVisual 2.5 eVisual 2.6 eVisual 2.7 eVisual 2.8 eVisual 2.9 eVisual 2.10 eVisual 2.11 eVisual 2.12 eVisual 2.13 eVisual 2.14 eVisual 2.15 eVisual 2.16 eVisual 2.17 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p><u>Too Close to the Sun</u> by Janet Stutley</p> <p>Key Words:</p> <ul style="list-style-type: none"> Careful Chorus Feathers Olives Wax <p><u>Stories of the Sky</u> by Kim James</p> <p>Key Words:</p> <ul style="list-style-type: none"> Daily Dusk Glowing Morning 	<p>Daily observations – participation and practice masters work</p>
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				<p>Level 2: Describe mythical characters, settings, or phenomena to peers in L1 or L2. (T87, T97, T100c-T100, T104-T105, T109, T110a-T110)</p> <p>Level 3: Provide details of mythical characters, settings, or phenomena to peers. (T90-T91, T97, T104-T105, T109, T110a-T110)</p> <p>Level 4: Develop and enact scenarios from mythical characters, settings, or phenomena with peers. (T112c-T112d)</p> <p>Level 5 : Make up myths about mythical characters, settings, or phenomena and share with peers. (T112b)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T82)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T101c)</p> <p>Writing - Narratives</p> <p>Level 5: Produce grade-level narrative stories or reports using process writing. (T112b)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T90-T91, T97)</p> <p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T87, T104-T105)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually. (T87, T100c-T100, T103)</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T88-T89, T92-T93, T101c-T101)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T88-T89)</p> <p>Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T106-T107)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). (T81a, T100a, T111, T112g)</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”) (T81a)</p>	<ul style="list-style-type: none"> ● Together <p><u>Sunpainters: Eclipse of the Navajo Sun</u> by Baje Whitethrone</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Blessings ● Gloom ● Hogan ● Respect ● Universe <p>Non-Fiction Books:</p> <p><u>Sun</u> by Lynn M. Stone</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Compared ● Gravity ● Produces ● Provides ● Universe <p><u>The Sun</u> by Anita Garmon</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Distance ● Equator ● Imaginary ● Seasons ● Temperature <p><u>The Sun</u> by Seymour Simon</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Explosions ● Orbit ● Produce ● Revolving ● Solar <p>National Geographic Explorer!</p> <p><u>The Sun</u> by Fran Downey (Pioneer Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Energy ● Flare ● Satellites ● Explosion 	
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						<ul style="list-style-type: none"> • Gases • Solar <p><u>The Sun</u> by Fran Downey (Pathfinder Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> • Astronomers • Flare • Satellites • Energy • Magnetic • Sunspots <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 2 Part 2	<p>Catching the Light</p> <p>Focus: The Sun As Energy</p>	<p>Key Vocab:</p> <p>Science Vocab: circuit, conduct, current, electrical, insulate, solar, volt, watt</p> <p>Academic Vocab: alternate, energy, obstacle, decrease, rely</p> <p>Basic Vocab: In the Classroom: board, bookcase, chair, clock, computer, desk, map, student, table, teacher</p>	<p>Language Function: -Verify -Verify or Confirm Information -Compound Sentences -Complex Sentences -Compound and Complex Sentences -Listen and Take and Make Notes -Ask for Help -Instructions</p> <p>Reading Strategy: -Ask Questions -Goal and Outcome -Diagram -Summarizing</p>	<p>What is the power of the sun?</p> <p>Part 2: How do we capture sunlight?</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T121, T139)</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (T124-T125, T132, T144a)</p> <p>RI.5.3: Explain the relationship and interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (T128-T129, T130)</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T115)</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (T142a-T142)</p> <p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (T122-T123, T124-T125)</p> <p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (T142a-T142)</p> <p>RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (T120-T133)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T121)</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><u>Energy for the Future</u> (student book)</p> <p><u>How to Make a Solar Oven</u> (student book)</p> <p>Teacher Edition – Volume 1: T112i – T149a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 2.11: A School Project 2.12: Energy for Our Planet 2.13: Thomas Culhane 2.14: Use Complex Sentences 2.15: Energy for the Future 2.16: Energy for the Future 2.17: How to Make a Solar Oven 2.18: Compare Online Documents 2.19: Sun Baked Potatoes 2.20: Focus and Coherence 2.21: Character Chart 2.22: Revise 2.23: Edit and Proofread</p>	<p>Unit 2 – Part 2 - Key Words Test – Content Words</p> <p>Unit 2 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

			<p>-Phrasing -Accuracy and Rate</p> <p>Writing: Daily Writing Tasks</p> <p>Genre: -Blog -How-To Article</p>		<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (T145a-T145b, T145c-T145)</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (T145c-T145)</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (T147a-T147)</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. (T145)</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). (T144k-T147)</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5). (T145a-T147)</p> <p>W.5.9b: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (T134c-T134)</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T134)</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T135a)</p> <p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (T143a-T143)</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed. (T147a)</p> <p>L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (T143a-T143, T147a-T147)</p> <p>L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photographs</i>, <i>photosynthesis</i>). (T136, T143)</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast,</p>	<p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder ● eVisual 2.18 ● eVisual 2.19 ● eVisual 2.20 ● eVisual 2.21 ● eVisual 2.22 ● eVisual 2.23 ● eVisual 2.24 ● eVisual 2.25 ● eVisual 2.26 ● eVisual 2.27 ● eVisual 2.28 ● eVisual 2.29 ● eVisual 2.30 ● eVisual 2.31 ● eVisual 2.32 ● eVisual 2.33 ● eVisual 2.34 ● eVisual 2.35 ● eVisual 2.36 ● eVisual 2.37 ● eVisual 2.38 ● eVisual 2.39 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books: <u>Sky Magic: Poems</u> by Lee Bennett Hopkins</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Crust ● Dew ● Loaf ● Rhythms ● Swaying <p>The Energy Stars by Barbara Keller</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Conservation ● Energy ● Fuel 	
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				<p>addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (T135a-T135b, T143a-T143)</p> <p>Listening - Comprehension Strategies Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T118) Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together."). (T128-T129, T135c-T135)</p> <p>Speaking - Myths Level 2: Describe mythical characters, settings, or phenomena to peers in L1 or L2. (T112) Level 3: Provide details of mythical characters, settings, or phenomena to peers. (T112) Level 5: Make up myths about mythical characters, settings, or phenomena and share with peers. (T144k-T147)</p> <p>Reading - Informational Text Level 2: Sequence events or steps in a process in illustrated informational texts as a class or with a partner. (T139) Level 4: Compare/contrast illustrated informational articles or books using graphic organizers or language frames. (T142) Level 5: Synthesize information read in informational texts to draw conclusions on the subject/topic. (T140)</p> <p>Reading - Fact or Opinion Level 1: Match labels or identify facts from illustrations and phrases (e.g., "I see...", "There is..."). (T124-125, T128-T129)</p> <p>Reading - Fluency Strategies Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T116, T120) Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T132, T134c) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T135c)</p> <p>Writing - Narratives Level 1: Respond to illustrated events using words or phrases based on models in round tables with peers. (T114) Level 2: List illustrated events using phrases and short sentences based on models in round tables with peers. (T114) Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers. (T145b) Level 4: Narrate a series of illustrated events using paragraphs transitions in narrative form based on models and peer edits. (T145b) Level 5: Produce grade-level narrative stories or reports using process writing. (T144k-T147)</p>	<ul style="list-style-type: none"> ● Population ● Vehicles <p><u>Sun Up, Sun Down: The Story of Day and Night</u> by Jacqui Bailey Key Words:</p> <ul style="list-style-type: none"> ● Atmosphere ● Explosion ● Horizon ● Rays ● Starve <p>Non-Fiction Books: <u>Energy Makes Things Happen</u> by Kimberly Brubaker Bradley Key Words:</p> <ul style="list-style-type: none"> ● Energy ● Fuel ● Gasoline ● Release ● Transfers <p><u>The World Solar Challenge</u> by Pam Rushby Key Words:</p> <ul style="list-style-type: none"> ● Challenge ● Convert ● Provide ● Solar ● Streamlined <p><u>Using Energy</u> by Kate Boehm Jerome Key Words:</p> <ul style="list-style-type: none"> ● Conserving ● Nuclear ● Pollution ● Recycling ● Renewable <p>National Geographic Explorer! <u>Lightning Strikes</u> by Lesley J. MacDonald (Pioneer Edition) Key Words:</p> <ul style="list-style-type: none"> ● Attract 	
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					<p>Writing - Editing & Revising Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T145b) Level 2: Create phrase/short sentences from models and check with a partner for edits and revision. (T145, T146a-T146, T147a-T147) Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T146a-T146, T147a-T147) Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T146a-T146, T147a-T147) Level 5: Self-assess to edit and revise writing to produce final drafts. (T146a-T146, T147a-T147) Listening - Explicit & Inferential Information Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T122-T123) Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T122-T123) Level 4: Identify cause/effect in oral discourse from narrative or expository materials supported by illustrations. (T130) Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T124-T125, T132) Speaking - Story Elements & Types of Genres Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T124-T125, T135c-T135) Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T132) Writing - Conventions & Mechanics Level 3: Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series). (T147a) Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T147a-T147) Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”). (T115a, T143a-T143, T147a)</p>	<ul style="list-style-type: none"> ● Charge ● Lightning ● Bolt ● Electricity ● Rod <p><u>Lightning Strikes</u> by Lesley J. MacDonald (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> ● Attract ● Laser ● Molecules ● Electricity ● Meteorologist ● Rod <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 3 Part 1	<p>Nature’s Network</p> <p>Focus: Relationships in Nature</p>	<p>Key Words:</p> <p>Science Vocab: carnivore, consumer, food chain, herbivore, omnivore, producer</p>	<p>Language Function: -Tell an Original Story -Summarize -Nouns and Articles: <i>a, an, the</i> -Plural Nouns with –s and –es</p>	<p>What is nature’s network?</p> <p>Part 1: How are living things connected?</p>	<p>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. (T168-T169, T170-T171) RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (T160-T172-T173) RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (T177, T178-T179) RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T155)</p>	<p><u>Coyote and Badger</u> (student book)</p> <p><u>Living Links</u> (student book)</p> <p>Teacher Edition – Volume 1 T150a – T184h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters:</p>	<p>Unit 3 – Part 1 - Key Words Test – Content Words</p> <p>Unit 3 – Part 1 - Key Words Test – Academic Vocabulary</p>

		<p>Academic Vocab: cooperate, essential, partnership, store, transfer</p> <p>Basic Vocab: apple, banana, orange, beans, bread, cheese, corn, rice, lettuce, milk, onion, tomato</p>	<p>-Summarize Spoken Messages -Make Language Connections</p> <p>Reading Strategies: -Determine Importance -Plot -Setting -Use Multiple Text Features and Graphics -Intonation -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Realistic Fiction -Expository Nonfiction</p>		<p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (T182a-T182)</p> <p>RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. (T160)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T161) b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T162-T163)</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (T157) b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (T157)</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (T174c-T174)</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T182)</p> <p>SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles. (T184-T185)</p> <p>SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (T184-T185)</p> <p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (T175a)</p> <p>L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). (T176, T183)</p> <p>L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context. (T168-T169, T170-T171)</p>	<p>3.1: Nature’s Network 3.2: Retell a Story 3.3: What’s for Dinner? 3.4: Coyote and Badger 3.5: The Make-It-Plural Game 3.6: Vocabulary Bingo 3.7: Coyote and Badger 3.8: Coyote and Badger 3.9: Living Links 3.10: Compare Content 3.11: What Do They Eat?</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder ● eVisual 3.1 ● eVisual 3.2 ● eVisual 3.3 ● eVisual 3.4 ● eVisual 3.5 ● eVisual 3.6 ● eVisual 3.7 ● eVisual 3.8 ● eVisual 3.9 ● eVisual 3.10 ● eVisual 3.11 ● eVisual 3.12 ● eVisual 3.13 ● eVisual 3.14 ● eVisual 3.15 ● eVisual 3.16 ● eVisual 3.17 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books: Mojave by Diane Siebert</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Armored ● Conquer ● Lizards ● Thrust ● Trace 	<p>Unit 3 – Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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					<p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (T175a-T175b)</p> <p>Listening - Comprehension Strategies</p> <p>Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers’ reading of illustrated books to show comprehension. (T177a)</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”). (T177)</p> <p>Speaking - Main Ideas & Details</p> <p>Level 1: Name identifying information illustrative of main ideas and details from illustrations, words, or phrases. (T178-T179)</p> <p>Level 2: Describe main ideas and details from sentences using visual support and graphic organizers. (T184a)</p> <p>Level 3: Develop and share graphic organizers that match main ideas with their details from paragraphs. (T184a)</p> <p>Reading - Informational Text</p> <p>Level 1: Identify and use common text features (headings, photos, captions, graphs) found in illustrated informational texts to answer questions as a class or with a partner. (T180-T181)</p> <p>Reading - Fact or Opinion</p> <p>Level 1: Match labels or identify facts from illustrations and phrases (e.g., “I see....,” “There is...”). (T180-T181)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T156, T160)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T175c)</p> <p>Writing - Narratives</p> <p>Level 1: Respond to illustrated events using words or phrases based on models in round tables with peers. (T154a-T154)</p> <p>Level 2: List illustrated events using phrases or short sentences based on models in round tables with peers. (T154a-T154)</p> <p>Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers. (T154a-T154)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T64-T165, T168-T169)</p> <p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T170-T171)</p> <p>Speaking - Story Elements & Types of Genres</p>	<p><u>Cactus Hotel</u> by Brenda Z. Guiberson Key Words:</p> <ul style="list-style-type: none"> ● Blooms ● Cactus ● Flesh ● Thorny ● Woodpecker <p><u>Saguaro Moon: A Desert Journal</u> by Kristin Joy Pratt-Serafini Key Words:</p> <ul style="list-style-type: none"> ● Burrows ● Journal ● Nocturnal ● Protected ● Souvenir <p>Non-Fiction Books: <u>Food Chains</u> by Anita Gameri Key Words:</p> <ul style="list-style-type: none"> ● Diet ● Fruit ● Link ● Nature ● Pattern <p><u>What is a Carnivore?</u> By Bobbie Kalman Key Words:</p> <ul style="list-style-type: none"> ● Antelope ● Carnivore ● Flesh ● Liquid ● Prey <p><u>Eagles: Lions of the Sky</u> by Emery and Durga Bernhard Key Words:</p> <ul style="list-style-type: none"> ● Attach ● Beasts ● Incubation ● Talon ● Victim 	
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					<p>Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually. (T161)</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T162-T163)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T158a, T164-T165, T170-T171, T177)</p> <p>Reading - Main Ideas & Details</p> <p>Level 1: Find identifying information illustrative of main ideas from illustrations, words or phrases. (T178-T179)</p> <p>Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T184a)</p> <p>Level 3: Match main ideas with their details from paragraphs using visual support and graphic organizers. (T184a)</p> <p>Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. (T184a)</p> <p>Level 5: Form or infer main ideas from details using grade-level materials. (T178-T179, T184a)</p>	<p>National Geographic Explorer! On the Menu by Susan E. Goodman (Pioneer Edition) Key Words:</p> <ul style="list-style-type: none"> ● Adaptations ● Armor ● Bluff ● Defenses ● Predator ● Schools <p>On the Menu by Susan E. Goodman (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> ● Adaptations ● Armor ● Bluff ● Camouflage ● Disguise ● Warning <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 3 Part 2	<p>Nature’s Network</p> <p>Focus: Interactions in the Ocean</p>	<p>Key Words:</p> <p>Science Vocab: classify, magnify, microscope, nutrients, photosynthesis</p> <p>Basic Vocab:</p> <p>Technology: camera, cell phone, computer, copier, DVD player, laptop computer, music player, speakers,</p>	<p>Language Function: -Engage in Conversation -Retell a Story -Count and Non-count Nouns -Irregular Plural Nouns Nouns -More Plural Nouns -Listen for Main Idea -Analyze Expressions -Panel Discussion</p>	<p>What is nature’s network?</p> <p>Part 2: Why are the small things in nature important?</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T198-T199, T212-T213)</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (T193, T194-T195, T200-T201, T203, T212-T213)</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (T198-T199, T200-T201)</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T187)</p> <p>RI.5.5: Compare and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (T214a-T214)</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (T214a-T214)</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (T214a-T214)</p>	<p>Fish of the Future (student book)</p> <p>Phyto-Power! (student book)</p> <p>Teacher Edition – Volume 1 T184i – T221a</p> <p>Sing with me Language Songs – Level F</p> <p>Practice Masters: 3.12: Small Things, Big Idea! 3.13: Living Things 3.14: Fish of the Future 3.15: The Irregulars 3.16: Fish of the Future 3.17: Fish of the Future 3.18: Phyto-Power!</p>	<p>Unit 3 – Part 2 - Key Words Test – Content Words</p> <p>Unit 3 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations –</p>

		television, video camera	<p>Reading Strategies: -Determine Importance -Main Idea and Details -Interview -Charts and Tables -Expression -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Interview -Science Article</p>		<p>RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (T192-T205, T209a-T212-T213)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T193)</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). (T216k-T219)</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3). (T217a-T219)</p> <p>W.5.6: With guidance and support from peers and adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (T217a, T219)</p> <p>W.5.9a: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (T206c-T206)</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T216k-T219)</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (T216c-T216d)</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles. (T208a, T216c-T216d)</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (T208a, T216c-T216d)</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (T216c-T216d)</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T207a)</p>	<p>3.19: Compare Genres 3.20: The Make-It-Plural Game 3.21: Organization 3.22: Chart 3.23: Revise 3.24: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder ● eVisual 3.18 ● eVisual 3.19 ● eVisual 3.20 ● eVisual 3.21 ● eVisual 3.22 ● eVisual 3.23 ● eVisual 3.24 ● eVisual 3.25 ● eVisual 3.26 ● eVisual 3.27 ● eVisual 3.28 ● eVisual 3.29 ● eVisual 3.30 ● eVisual 3.31 ● eVisual 3.32 ● eVisual 3.33 ● eVisual 3.34 ● eVisual 3.35 ● eVisual 3.36 ● eVisual 3.37 ● eVisual 3.38 ● eVisual 3.39 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>Ocean Soup: Tide-Pool Poems by Stephen R. Swinburne</u> Key Words:</p> <ul style="list-style-type: none"> ● Bully ● Operate ● Pier ● Rhythm 	participation and practice masters work
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				<p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (T216c-T216d)</p> <p>SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (T219)</p> <p>L.5.2e: Spell grade-appropriate words correctly, consulting references as needed. (T219a)</p> <p>L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photographs</i>, <i>photosynthesis</i>). (T208, T215)</p> <p>L.5.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (T215)</p> <p>Speaking - Main Ideas & Details</p> <p>Level 1: Name identifying information illustrative of main ideas and details from illustrations, words or phrases. (T188, T189, T200-T201, T203, T207c)</p> <p>Level 2: Describe main ideas and details from sentences using visual support and graphic organizers. (T188, T189, T207c, T207)</p> <p>Level 3: Develop and share graphic organizers that match main ideas with their details from paragraphs. (T186a-T186, T189, T207c, T207)</p> <p>Level 4: Discuss text to identify main ideas and details from multiple paragraphs with a partner or group. (T189, T207c, T207)</p> <p>Level 5: Orally form or infer main ideas from details using grade-level materials. (T200-T201, T203, T207c, T207)</p> <p>Reading - Informational Text</p> <p>Level 1: Identify and use common text features (headings, photos, captions, graphs) found in illustrated informational texts to answer questions as a class or with a partner. (T190, T193, T194-T195, T198-T201, T209a)</p> <p>Level 2: Sequence events or steps in a process in illustrated informational texts as a class or with a partner. (T210-T211, T212-T213)</p> <p>Level 3: Sort main ideas and details in illustrated informational articles or books using graphic organizers or language frames. (T207, T216a, T216h)</p> <p>Level 4: Compare/contrast illustrated informational articles or books using graphic organizers or language frames. (T214)</p> <p>Level 5: Synthesize information read in informational texts to draw conclusions on the subject/topic. (T198-T199, T200-T201, T202, T204)</p> <p>Reading - Facto or Opinion</p> <p>Level 1: Match labels or identify facts from illustrations and phrases (e.g., “I see...,” “There is...”). (T200-T201, T210-T211, T212-T213)</p> <p>Level 3: Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think that...,” “We believe that...,” “It could be...”). (T204)</p> <p>Level 4: Differentiate between statements of fact and opinion found in various illustrated reading selections. (T204)</p>	<ul style="list-style-type: none"> ● Scrape <p><u>Into the Unknown</u> by Wendy Graham</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Describe ● Expedition ● Journal ● Octopus ● Samples <p><u>Saving a Humpback Whale</u> by Deborah Kops</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Beached ● Marine ● Migrate ● Population ● Wharf <p>Non-Fiction Books:</p> <p><u>Life in an Ocean</u> by Carol L. Lindeen</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Fin ● Ocean ● Shells ● Shelter ● Shore <p><u>Ocean Food Webs</u> by Paul Fleisher</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Bacteria ● Chemicals ● Oxygen ● Producers ● Scavengers <p><u>What Makes an Ocean Wave?</u> by Melvin and Gilda Berger</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Chemical ● Flings ● Gravity ● Produce ● Victim 	
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					<p>Reading - Fluency Strategies Level 5: Apply strategies to adjust pace and expression while reading orally. (T204, T206c) Writing - Editing & Revising Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T217, T218a-T218, T219a-T219) Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T218a-T218, T219a-T219) Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T218a-T218, T219a-T219) Level 5: Self-assess to edit and revise writing to produce final drafts. (T218a-T218, T219a-T219) Listening - Explicit & Inferential Information Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T210-T211, T212-T213) Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T210-T211) Speaking - Story Elements & Types of Genres Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T198-T199, T207c-T207) Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T210-T211) Reading - Main Ideas & Details Level 1: Find identifying information illustrative of main ideas from illustrations, words or phrases. (T194-T195, T200-T201, T203, T212-T213) Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T207c-T207) Level 3: Match main ideas with their details from paragraphs using visual support and graphic organizers. (T207c-T207) Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. (T207c-T207) Level 5: Form or infer main ideas from details using grade-level materials. (T194-T195, T200-T201, T203) Writing - Conventions & Mechanics Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T219a-T219)</p>	<p>National Geographic Explorer! Shark Tales by Rene Ebersole (Pioneer Edition) Key Words: <ul style="list-style-type: none"> ● Attack ● Predator ● Teeth ● Cartilage ● Prey ● Threatened Shark Tales by Rene Ebersole (Pathfinder Edition) Key Words: <ul style="list-style-type: none"> ● Cartilage ● Predator ● Prey ● Chum ● Prehistoric ● Species Additional Resources: <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities </p>	
Unit 4 Part 1	<p>Justice</p> <p>Focus: Slavery and Other Injustices</p>	<p>Key Vocab: Social Studies Vocab: abolish, emancipation, escape, law,</p>	<p>Language Function: -Justify -Express Certainty, Probability, Possibility</p>	<p>What is justice? Part 1: What would you risk for justice?</p>	<p>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T228-T229, T234-T235, T236-T237) 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. (T226a - T226, T238-T239, T240-T241, T244)</p>	<p><u>Crossing Bok Chitto</u> (student book) <u>Journey to Freedom</u> (student book) Teacher Edition – Volume 1</p>	<p>Unit 4 – Part 1 - Key Words Test – Content Words Unit 4 – Part 1 - Key Words</p>

		<p>plantation, slavery</p> <p>Academic Vocab: equality, freedom, distinguish, risk, route</p> <p>Basic Vocab: Signs and Safety: bathroom sign, bus stop sign, crossing sign, crossing light, exit sign, hospital sign, stop sign, traffic light, railroad crossing sign, speed limit sign</p>	<p>-Present-Tense Action Verbs -Action Verbs: Present Progressive -Use Gestures and Expressions -Compare and Contrast Language</p> <p>Reading Strategies: -Make Inferences -Theme -Characters and Setting -Figurative Language -Expression -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Tale -History Article</p>		<p>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. (T234-T235, T242)</p> <p>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (T232-T244)</p> <p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T249, T252-T253)</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (T252-T253)</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (T227)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T233)</p> <p>W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (T245)</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflections, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (T246c-T246)</p> <p>L.5.1c: Use verb tense to convey various times, sequences, states, and conditions. (T246a, T255a-T255)</p> <p>L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context. (T234-T235, T242)</p> <p>L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (T248, T255)</p> <p>Listening - Comprehension Strategies Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”). (T210-T211)</p> <p>Reading - Fluency Strategies Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T228, T232) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T247c) Level 5: Apply strategies to adjust pace and expression while reading only. (T241, T246c)</p>	<p>T222a – T256h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 4.1: Justice 4.2: TV Show 4.3: The Action Game 4.4: Crossing Bok Chitto 4.5: Freedom 4.6: Crossing Bok Chitto 4.7: Crossing Bok Chitto 4.8: Journey to Freedom 4.9: Compare Figurative Language 4.10: Stories on the Wall</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder ● eVisual 4.1 ● eVisual 4.2 ● eVisual 4.3 ● eVisual 4.4 ● eVisual 4.5 ● eVisual 4.6 ● eVisual 4.7 ● eVisual 4.8 ● eVisual 4.9 ● eVisual 4.10 ● eVisual 4.11 ● eVisual 4.12 ● eVisual 4.13 ● eVisual 4.14 ● eVisual 4.15 ● eVisual 4.16 ● eVisual 4.17 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: The Drinking Gourd by F.N. Manjo Key Words:</p> <ul style="list-style-type: none"> ● Elm 	<p>Test – Academic Vocabulary</p> <p>Unit 4 – Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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					<p>Listening - Explicit & Inferential Information</p> <p>Level 1: Match oral statements from narrative or expository material to their illustrated representatives. (T249)</p> <p>Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T243)</p> <p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T252-T253)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T243)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T236-T237, T238-T239)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters). (T240-T241)</p> <p>Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). (T240-T241)</p>	<ul style="list-style-type: none"> ● Frightened ● Slave ● Valuable ● Wicked <p><u>The Underground Railroad</u> by Barbara Brooks Simon</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Abolition ● Auction ● Fugitive ● Plantation ● Tradition <p><u>A Road to Freedom</u> by George Cappacio</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Civil ● Crime ● Muffled ● Slaves ● Trial <p>Non-Fiction Books:</p> <p><u>Sojourner Truth</u> by Helen Frost</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Court ● Journey ● Legal ● Traveler ● Truth <p><u>The Anti-Slavery Movement</u> by Ann M. Rossi</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Abolitionists ● Fugitive ● Gin ● Horrors ● Plantation <p><u>Voice of Freedom</u> by Maryann N. Weidt</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Opportunities ● Permission 	
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						<ul style="list-style-type: none"> ● Prejudice ● Rebellion ● Speaker <p>National Geographic Explorer! <u>Fighting for History</u> by Peter Winkler (Pioneer Edition) Key Words:</p> <ul style="list-style-type: none"> ● Civil ● Loyal ● Seceded ● Detail ● Monument ● Slavery <p><u>Fighting for History</u> by Peter Winkler (Pathfinder Edition) Key Words:</p> <ul style="list-style-type: none"> ● Agricultural ● Civil ● Industrial ● Loyal ● Re-enactors ● Secede <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 4 Part 2	Justice Focus: Fighting for Justice	Key Vocab: Social Studies Vocab: conditions, demands, labor, nonviolence, protest, strike Academic Vocab: barriers, conflict,	Language Function: -Negotiate -Verbs: <i>Am, Is, Are</i> -Verbs: <i>Have, Has</i> -Forms of <i>Be</i> and <i>Have</i> -Interpret a Speaker’s Message -Analyze Expressions	What is justice? Part 2: How can we achieve justice?	RF.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T260-T261, T265, T268-T269, T272-T273, T276) RF.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described. (T266-T267) RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (T281, T282-T283, T284-T285) RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (T287) RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (T288a-T288)	<u>Harvesting Hope</u> (student book) <u>A Filmmaker for Justice</u> (student book) Teacher Edition – Volume 1 T256i – T297a Sing with Me Language Songs – Level F Practice Masters: 4.11: Thinking Map: Sequence Chain 4.12: The Strike	Unit 4 – Part 2 - Key Words Test – Content Words Unit 4 – Part 2 - Key Words Test – Academic Vocabulary Unit 4 – Part 2 - Oral Language

		<p>demonstrate, oppose, require</p> <p>Basic Vocab: Community Places and Workers: bank, community youth center, dentist’s office, gas station, hospital, fire station, police station, post office, restaurant, supermarket</p>	<p>-Narrative Presentation</p> <p>Reading Strategies: -Make Inferences -Sequence -Point of View -Literary Language -Phrasing -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Biography -Social Studies Article</p>		<p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (T292a-T295)</p> <p>RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (T281a-T287)</p> <p>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T265) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T276) <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (T290-T295) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (T293-T294a, T294b-T294) <p>W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. (T294b-T294)</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). (T290-T295)</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3). (T292a-T295)</p> <p>W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (T292, T293, T295)</p> <p>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (T292a-T295)</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print or digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (T292a-T292, T293-T294a, T294b-T294)</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T288)</p> <p>SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (T256-T257, T280a)</p>	<p>4.13: Harvesting Hope 4.14: Complete It 4.15: Harvesting Hope: The Story of Cesar Chavez 4.16: Harvesting Hope: The Story of Cesar Chavez 4.17: A Filmmaker for Justice 4.18: Compare Literary Language 4.19: Bus Strike 4.20: Organization 4.21: Brainstorm Your Topic 4.22: Source Cards 4.23: Outline 4.24: Revise 4.25: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder ● eVisual 4.17 ● eVisual 4.18 ● eVisual 4.19 ● eVisual 4.20 ● eVisual 4.21 ● eVisual 4.22 ● eVisual 4.23 ● eVisual 4.24 ● eVisual 4.25 ● eVisual 4.26 ● eVisual 4.27 ● eVisual 4.28 ● eVisual 4.29 ● eVisual 4.30 ● eVisual 4.31 ● eVisual 4.32 ● eVisual 4.33 ● eVisual 4.34 ● eVisual 4.35 ● eVisual 4.36 ● eVisual 4.37 ● eVisual 4.38 ● eVisual 4.39 ● eVisual 4.40 	<p>Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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				<p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T290d)</p> <p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (T279a)</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (T290c-T290d, T295)</p> <p>SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (T290c-T290d, T295)</p> <p>L.5.1c: Use verb tense to convey various times, sequences, states, and conditions. (T295c)</p> <p>L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works. (T295c)</p> <p>L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (T280, T289)</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (T279a-T279b)</p> <p>Listening - Comprehension Strategies</p> <p>Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T274)</p> <p>Level 4: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies. (T274a)</p> <p>Level 5: Connect information from oral reading of grade-level materials to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T282-T283)</p> <p>Reading - Fluency Strategies</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T276, T278c)</p> <p>Writing - Editing & Revising</p> <p>Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T294, T295a-T295b, T295c-T295)</p> <p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T295a-T295b, T295c-T295)</p> <p>Level 4: Edit and revise writing (e.g. using word processing or rubrics) based on class or peer reviews. (T295a-T295b, T295c-T295)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T295a-T295b, T295c-T295)</p> <p>Listening - Explicit & Inferential Information</p>	<p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p>Players in Pigtails by Shana Corey</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Baseball ● Charm ● Frantic ● Imagined ● Scout <p>Cesar Chavez: Fighting for Farmworkers by Eric Braun</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Agreement ● Cause ● Migrant ● Organize ● Protest <p>Strike Now! by Gare Thompson</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Conditions ● Equipment ● Mining ● Picket ● Represent ● <p>Non-Fiction Books:</p> <p>Cesar Chavez by Susan Eddy</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Demands ● Fields ● Migrant ● Strike ● Union <p>The Progressives by Monica Halpern</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Preserve ● Reformer ● Segregate ● Slum 	
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					<p>Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T274)</p> <p>Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T258a-T258, T279c-T279, T282-T283)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T287)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 5: Propose options or solutions to issues in various genres and support responses with details. (T297)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters). (T295c)</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g. combine sentences to make appositives). (T295c-T295)</p>	<ul style="list-style-type: none"> • Sweatshop <p><u>The Struggle for Equality</u> by Ann M. Rossi</p> <p>Key Words:</p> <ul style="list-style-type: none"> • Activists • Boycott • Discrimination • Minority • Reservation <p><u>National Geographic Explorer!</u></p> <p><u>Play Ball!</u> by Michael Ruscoe (Pioneer Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> • Baseball • Pastime • Pitch • League • Patriotism • Series <p><u>Play Ball!</u> by Michael Ruscoe (Pathfinder Edition)</p> <p>Key Words:</p> <ul style="list-style-type: none"> • Champion • League • Pastime • Patriotism • Segregation • Triumph <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
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