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

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

**How to Use the Literacy Curriculum Maps**

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

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

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

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

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

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

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

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

**Using the WIDA MPIs**

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

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

|  |
| --- |
| Reading for Information #1Ask 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** |
|

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| --- |
|  *Identify answers to yes/no or WH- questions about informational text with labeled visual support.*  |

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|  |
| --- |
|  *Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.*  |

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| --- |
|  *Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.*  |

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| --- |
|  *Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.*  |

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|  |
| --- |
|  *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.

**English Language Arts: Quarter 4** **ESL Quarter 4 TWAGS:**

|  |  |  |  |
| --- | --- | --- | --- |
| Weeks 1 & 2 | Lewis & Clark (TWAG) | Weeks 1 & 2 | Lewis & Clark  |
|  |  |  |  |
| Weeks 3 & 4 | Vaqueros: America’s First Cowboys(TWAG) | Weeks 3 & 4 | Vaqueros: America’s First Cowboys |
| Week 5 | Animals on the Move |  |  |
| Week 6 | Mysteries at Cliff Palace | Weeks 5 & 6 | Fossils: A Peek Into the Past |
| Weeks 7 & 8 | Fossils: A Peek Into the Past | Weeks 7 & 8 | Problem Solving: Journey to Cuzco: The Origin of the Inca |
| Week 9 | Get Lost! The Puzzles of Mazes |  | Formative & Summative Assessment- including WIDA ACCESS 2.0 (March 6- April 21, 2017)\* |

\*The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in).

Additionally, please **begin collecting writing samples** so that at the end of this quarter you have 2 samples to place in your ESL file. These samples will be provided to next year’s ESL and General Education teachers to continue monitoring progress. (Please scroll to end of document for more details.)

Weeks 1-2

|  |  |
| --- | --- |
| **Grades 5** | DAYS: WEEK 1 |
| **Essential Question**: What made Lewis and Clarks’ journey a success? |
|  | 1 | 2 | 3 | 4 | 5 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 25**[RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) determine theme from details/summarize[RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) explain how chapters, scenes, or stanzas fit together to provide the overall structure[RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) describe how a narrator’s or speaker’s point of view influences how events are described[RL.5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) read and comprehend literature[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) explain the relationships between individuals/events/ideas/concepts in a text[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) integrate information from several texts on the same topic[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read on-level text with purpose and understanding[W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, state an opinion, and create an organizational structure[W.5.1b](http://www.corestandards.org/ELA-Literacy/W/5/) provide logically ordered reasons supported by facts and details[W.5.1c](http://www.corestandards.org/ELA-Literacy/W/5/) link opinion and reasons using words, phrases, and clauses[W.5.1d](http://www.corestandards.org/ELA-Literacy/W/5/) provide a concluding statement or section[W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/) develop the topic with facts, definitions, details, quotations, or other information and examples[W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/) use precise language and domain-specific vocabulary[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach[W.5.6](http://www.corestandards.org/ELA-Literacy/W/5/) use technology to produce and publish writing as well as to interact and collaborate with others/demonstrate keyboarding skills[W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/) conduct short research projects that use several sources to build knowledge through investigation[W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/) 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](http://www.corestandards.org/ELA-Literacy/W/5/) write routinely over extended time frames and shorter time frames[SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/) come to discussions prepared/explicitly draw on preparation and other information about the topic[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) adapt speech to contexts and tasks, using formal English when appropriate to task and situation[L.5.1b](http://www.corestandards.org/ELA-Literacy/L/5/) form and use perfect verb tenses[L.5.2e](http://www.corestandards.org/ELA-Literacy/L/5/) spell grade-appropriate words, consulting references as needed[L.5.5c](http://www.corestandards.org/ELA-Literacy/L/5/) use the relationship between words to understand each of the words[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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) | * Anchor Text: [Lewis and Clark](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) (narrative nonfiction 1020L)
* Reader’s Notebook pages 349-350 (students should summarize the major events of the text and focus on whether it was a success or failure for the expedition.)
* T322 Question 2
* T328 Question 8, 9, 10
* Quick write page T337

\*\*\*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) | [The True Story of Sacagawea](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) T314\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. |
| VocabularyDrawn from the texts | RL/ [RI 5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) Expedition, tributaries, trek, barrier, despite, fulfilled, range, techniques, resumed, edible, thrill, perilHave students complete Target Vocabulary review at their centers on page T337 |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activitiesSee Spelling below. |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Contractions**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=355) pp 355-357[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/) Spelling**: Suffix -ion**[**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) **lesson 25**[**Reader’s Notebook**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=352) **pp 352-354**Students will work with a partner to complete the worksheets on the suffix -ion..Students will use a portion of *Lewis and Clark* to hunt for words with suffix -ion.  |

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| --- | --- |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | The Reader’s Notebook (independent reading and written response to text) Choose one of the following based off of the type of writing to be highlighted. 1. Although Lewis and Clark did not accomplish their goal, what made their journey a success?
2. What do you think President Jefferson meant when he said, “Lewis and Clark have entirely fulfilled my expectations?” Cite evidence from the text to support your opinion (opinion).
3. The author said that “Although they faced many dangers, the thrill—not the peril—of the expedition bursts forth from the pages of the journals they kept.” Describe some of the “perils” of this trip that was also a “thrill” for Lewis/members of the expedition.
4. What evidence does the author use to support his belief that Lewis and Clark found the experience something that “they would cherish for the rest of their lives?” (T330)
 |

Week 2

|  |  |
| --- | --- |
| **Grades 5** | DAYS: WEEK 2 |
| **Essential Question:** What were the dangers and rewards of Westward Expansion? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 25**[RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) determine theme from details/summarize[RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) explain how chapters, scenes, or stanzas fit together to provide the overall structure[RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) describe how a narrator’s or speaker’s point of view influences how events are described[RL.5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) read and comprehend literature[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) explain the relationships between individuals/events/ideas/concepts in a text[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) integrate information from several texts on the same topic[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read on-level text with purpose and understanding[W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, state an opinion, and create an organizational structure[W.5.1b](http://www.corestandards.org/ELA-Literacy/W/5/) provide logically ordered reasons supported by facts and details[W.5.1c](http://www.corestandards.org/ELA-Literacy/W/5/) link opinion and reasons using words, phrases, and clauses[W.5.1d](http://www.corestandards.org/ELA-Literacy/W/5/) provide a concluding statement or section[W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/) develop the topic with facts, definitions, details, quotations, or other information and examples[W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/) use precise language and domain-specific vocabulary[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach |
| [W.5.6](http://www.corestandards.org/ELA-Literacy/W/5/) use technology to produce and publish writing as well as to interact and collaborate with others/demonstrate keyboarding skills[W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/) conduct short research projects that use several sources to build knowledge through investigation[W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/) 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](http://www.corestandards.org/ELA-Literacy/W/5/) write routinely over extended time frames and shorter time frames[SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/) come to discussions prepared/explicitly draw on preparation and other information about the topic[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) adapt speech to contexts and tasks, using formal English when appropriate to task and situation[L.5.1b](http://www.corestandards.org/ELA-Literacy/L/5/) form and use perfect verb tenses[L.5.2e](http://www.corestandards.org/ELA-Literacy/L/5/) spell grade-appropriate words, consulting references as needed[L.5.5c](http://www.corestandards.org/ELA-Literacy/L/5/) use the relationship between words to understand each of the words[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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 |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | ·  [The Corps of Discovery](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson25/index.html) (below level) 700L·  [Friends Along the Way](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson25/index.html) (above level) 910L· [The American Fur Trade](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson25/index.html) (ell reader) 600L* Louisiana Purchase, quick video and article

<http://www.history.com/topics/louisiana-purchase> * An infographic concerning the Louisiana Purchase

<http://www.kidsdiscover.com/infographics/infographic-louisiana-purchase/>* Other facts about the Louisiana Purchase:

http://www.history.com/news/8-things-you-may-not-know-about-the-louisiana-purchase |
| VocabularyDrawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |

|  |  |
| --- | --- |
| **Grades 5** | DAYS: WEEK 2 |
| **Essential Question:** What were the dangers and rewards of Westward Expansion? |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | 1. Complete the Writing Process (edit, revise, and publish) with the culminating task from the previous week
2. Optional
	1. With a partner, review the play and the account of Sacagawea’s reunion with her brother in “Lewis and Clark.” Discuss the ways in which the portrayal of the event in both versions is the same and different. Identify the author’s purpose in both texts and explain how the purpose affects the way the event is described. Summarize your key points and share them with the class, supporting your ideas with evidence and quotations from each text.
 |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activitiesAccuracy: See below. |

**ESL Supplemental Work Station and Gradual Release Template Weeks 1-2**

|  |
| --- |
| **STORY INFORMATION: Topic: Lewis and Clark/Westward Expansion** |
| [Lewis and Clark](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) TE 172 (Narrative Nonfiction, 1020) | **Grade 5 Q4 Weeks 1-2** |
| Essential Question:  | What made Lewis and Clarks’ journey a success? |
| Gradual Release:Routines for whole group instruction | See GRR chart at end of this document.   |
| Culminating Task: [W.5.2.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**Choose one of the following based off of the type of writing to be highlighted. 1. Although Lewis and Clark did not accomplish their goal, what made their journey a success?

What do you think President Jefferson meant when he said, “Lewis and Clark have entirely fulfilled my expectations?” Cite evidence from the text to support your opinion (opinion).The author said, “Although they faced many dangers, the thrill—not the peril—of the expedition bursts forth from the pages of the journals they kept.” Describe some of the “perils” of this trip that was also a “thrill” for Lewis/members of the expedition.What evidence does the author use to support his belief that Lewis and Clark found the experience something that “they would cherish for the rest of their lives?” (T330) **Week 2:**1. Complete the Writing Process (edit, revise, and publish) with the culminating task from the previous week
2. Optional
	1. With a partner, review the play and the account of Sacagawea’s reunion with her brother in “Lewis and Clark.” Discuss the ways in which the portrayal of the event in both versions is the same and different. Identify the author’s purpose in both texts and explain how the purpose affects the way the event is described. Summarize your key points and share them with the class, supporting your ideas with evidence and quotations from each text.

[Academic language frames for compare and contrast (p. 6)](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)   |
| Stations Activities: [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)        [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)           [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)             [RL 5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)             [RL](http://www.corestandards.org/ELA-Literacy/RL/5/4/)/[RI 5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) | **1): Word Work:****Week 1**[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Contractions**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=355) pp 355-357  **Week 2:**[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Contractions**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=355) pp 358-359   **2)Comprehension/Building Knowledge:**Students will work with groups or partners to summarize how Lewis and Clark were successful and helped pave the way for westward expansion. From **Leveled Readers:**·  [The Corps of Discovery](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson25/index.html) (below level) 700L·  [Friends Along the Way](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson25/index.html) (above level) 910L· [The American Fur Trade](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson25/index.html) (ell reader) 600L Other resources:· Get Epic: [Lewis and Clark: Explorers](http://www.getepic.com)·  [Video: Lewis and Clark Expedition](http://www.history.com/topics/lewis-and-clark/videos/lewis--clark-expedition-charts-new-territory)· Newsela: [The Explorers: Meriwether Lewis](https://newsela.com/articles/bio-explorer-Meriwether-Lewis/id/18877/)· Newsela: [The Explorers: William Clark](https://newsela.com/articles/bio-explorer-william-clark/id/18839/)**3)Vocabulary:**[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/) Spelling**: Suffix -ion**[**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) **lesson 25**[**Reader’s Notebook**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=352) **pp 352-354**Have students choose 4-6 words from the list below and write two (2) separate sentences using both the base word and the word with the suffix -ion. Have students explain to a partner the meaning of their words/sentences.elect election express expression tense tension connect connection admire admiration imitate imitation decorate decoration  **Write-Around:** Expedition, tributaries, trek, barrier, despite, fulfilled, range, techniques, resumed, edible, thrill, perilStudents will work with a group to use the vocabulary to complete a write-around to summarize *Lewis and Clark*.**4) Fluency:**[Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Lewis and Clark***Accuracy:**Students will work with a partner to read a portion of *Lewis and Clark* 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. 23: Quarter 4 weeks3-4

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| **Grade 5** | DAYS: WEEK 1 |
| **Unit Topic: Cowboys** |
| **Essential Question:** How has the Vaquero culture developed and changed over time? |
|  | 1 | 2 | 3 | 4 | 5 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 23**[RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) determine theme from details/summarize[RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) compare and contrast characters, settings, or events, drawing on details[RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) determine the meaning of words and phrases, including figurative language[RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) explain how chapters, scenes, or stanzas fit together to provide the overall structure[RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) describe how a narrator’s or speaker’s point of view influences how events are described[RL.5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) read and comprehend literature[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read on-level text with purpose and understanding[W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, state an opinion, and create an organizational structure[W.5.1b](http://www.corestandards.org/ELA-Literacy/W/5/) provide logically ordered reasons supported by facts and details[W.5.1c](http://www.corestandards.org/ELA-Literacy/W/5/) link opinion and reasons using words, phrases, and clauses[W.5.1d](http://www.corestandards.org/ELA-Literacy/W/5/) provide a concluding statement or section[W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, provide an observation and focus, group related information/include formatting, illustrations, and multimedia[W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/) develop the topic with facts, definitions, details, quotations, or other information and examples[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience [W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach[SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/) come to discussions prepared/explicitly draw on preparation and other information about the topic[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/) review key ideas expressed and draw conclusions in light of information from the discussions[SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/) summarize a written text read aloud or information presented in diverse media and formats[L.5.1a](http://www.corestandards.org/ELA-Literacy/L/5/) explain the function of conjunctions, prepositions, and interjections[L.5.2e](http://www.corestandards.org/ELA-Literacy/L/5/) spell grade-appropriate words, consulting references as needed[L.5.5b](http://www.corestandards.org/ELA-Literacy/L/5/) recognize and explain the meaning of idioms, adages, and proverbs[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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) | [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)Anchor Text: [Vaqueros](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) TE 172 (Informational, 770)Think Through the Text Questions # 4, 5, 8, 9 A closer look p. 176Analyze the Text p. 177 for support with R1 5.1Utilize 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:** [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Reading A-Z: [Yee-Haw! The Real Life of the American Cowboy](https://www.readinga-z.com/books/leveled-books/book/?id=720) : this is 3rd grade level text with sections. Teachers can use the pictures and headings to help students build knowledge of cowboys in American and Spanish cultures. This can also be used as an anchor text for week two. **Option 2:** [RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)* [Photographs](http://ngm.nationalgeographic.com/2007/12/vaquero/kendrick-photography.html#/1e113048-9411-44cb-992e-40c70496cbdd.jpg)

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:** [RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)[Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547953175_/volume/launch.html?page=23A) : 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 Vaqueros and possibly compare them to common images of cowboys.  |
| VocabularyDrawn from the texts | RL/ [RI 5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) dominated, extending, sprawling, hostile, acknowledged, flourished, residents, prospered, acquainted, decline, *lazo* (lasso, lariat), *vaqueros* (cow men, buckaroo)*,* *rodeo* (round-up), *mestenos* (mustangs), *sombreros* (shade), *chaparreras* (chaps) |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar**: Easily Confused Verbs**Students will orally or write complete these sentence frames using easily confused verbs. The cowboy was not going to    on the saddle.  Instead, he    a bucket of oats in front of the horse. (sit/set)The old vaquero    lasso skills to the young cowboys. The young cowboys are eager to    how to handle a horse. (teaches/learn)Students will work with a partner to choose three word pairs from Student Book p. 716 and write sentences containing each easily confused verb.[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[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/) Spelling**: unstressed syllables**[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) lesson 23[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 328-330Students will work with a partner to complete the worksheets on unstressed syllables.Students will use a portion of *Vaqueros* to hunt for words with unstressed syllables.  |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week |

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| [W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/) Choose one of the following based on the type of writing to be highlighted:1. Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through (adding on in week 2 and how they had a strong influence on culture in the United States). Use specific details, direct quotations, and other text evidence to support your explanation.
2. Using evidence from the text and other sources, describe the rise and fall of the vaquero culture and how it impacted American culture.

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> |

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| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activitiesSee spelling objectives above. Expression |

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| **Grades 5** | DAYS: WEEK 2 |
| **Essential Question:** Why does the cowboy lifestyle and tradition still appeal to many Americans? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 24**[RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) determine theme from details/summarize[RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) compare and contrast characters, settings, or events, drawing on details[RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) determine the meaning of words and phrases, including figurative language[RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) explain how chapters, scenes, or stanzas fit together to provide the overall structure[RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) describe how a narrator’s or speaker’s point of view influences how events are described[RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text[RL.5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) read and comprehend literature[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) integrate information from several texts on the same topic[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/#CCSS.ELA-Literacy.RF.5.4) read on-level text with purpose and understanding[RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/#CCSS.ELA-Literacy.RF.5.4) read orally with accuracy, appropriate rate, and expression[RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/#CCSS.ELA-Literacy.RF.5.4) use context to confirm or self-correct word recognition and understanding[W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, state an opinion, and create an organizational structure[W.5.1b](http://www.corestandards.org/ELA-Literacy/W/5/) provide logically ordered reasons supported by facts and details[W.5.1c](http://www.corestandards.org/ELA-Literacy/W/5/) link opinion and reasons using words, phrases, and clauses[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach [W.5.10](http://www.corestandards.org/ELA-Literacy/W/5/) write routinely over extended time frames and shorter time frames[L.5.2d](http://www.corestandards.org/ELA-Literacy/L/5/) use underlining, quotation marks, or italics to indicate titles[L.5.2e](http://www.corestandards.org/ELA-Literacy/L/5/) spell grade-appropriate words, consulting references as needed[L.5.3b](http://www.corestandards.org/ELA-Literacy/L/5/) compare and contrast varieties of English in stories, dramas, or poems[L.5.4a](http://www.corestandards.org/ELA-Literacy/L/5/) use context as a clue to the meaning of a word or phrase[L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/) use common Greek and Latin affixes and roots as clues to the meaning of a word[L.5.5a](http://www.corestandards.org/ELA-Literacy/L/5/) interpret figurative language in context[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/)Reading A-Z: [Yee-Haw! The Real Life of the American Cowboy](https://www.readinga-z.com/books/leveled-books/book/?id=720) *770L (Informational Text)*Think, Collaborate, and discuss questions from RAZ website. Students should read a variety of leveled texts on sports and team work. See resources below. Text Dependent Question Stems:<http://1.usa.gov/23pFZAE> |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)From **Leveled Readers:** * [Rodeo!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson23/index.html) (below level) 680L
* [How Barbed Wire Changed the West](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson23/index.html) (above level) 970L
* [Blazing a Cattle Trail](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson23/index.html) (ell reader) 520L

Other resources: * Get Epic: [All About the Rodeo: The Rodeo](http://www.getepic.com)
* [Video: Modern Day Western Cowboys](https://www.youtube.com/watch?v=IC4Ha6PPzJE)
* Newsela: [Kansas cattle rounded up just like in Old West days](https://newsela.com/articles/kansas-roundup/id/4669/)
* [History of the Rodeo Cowgirl (timeline)](http://www.americancowboy.com/article/history-rodeo-cowgirl)
 |
| VocabularyDrawn 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: Making Comparisons** [L.5.3b](http://www.corestandards.org/ELA-Literacy/L/5/)Students will use [Yee-Haw! The Real Life of the American Cowboy](https://www.readinga-z.com/books/leveled-books/book/?id=720) to make comparisons about past and present cowboys. Students will use the following words to make their comparisons:good bad better worse best worst[Academic language frames for compare and contrast (p. 6)](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)Prefixes: -un, -dis, -mis [L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/)[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) p. 342[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) lesson 24Have students chose 3-5 words from the list below and write sentences about cowboys using the word. Have students explain to a partner the meaning of their word/sentence. unable mistreat disaster dishonest unknown incomplete unequal unstable disagree informal discover unwise mislaid  |
| Writing* Response to text
* Writing Process
* Culminating task

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| Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week.Recommended task: [W. 5.2](http://www.corestandards.org/ELA-Literacy/W/5/)Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through and how they had a strong influence on culture in the United States. Use specific details, direct quotations, and other text evidence to support your explanationSentence 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> |

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| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activitiesAccuracy |

**ESL Supplemental Work Station and Gradual Release Template Weeks 3-4**

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| **STORY INFORMATION: Topic: Cowboys** |
| [Vaqueros](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume5/launch.html) TE 172 (Informational, 770 | **Grade 5 Q4 Weeks 3-4** |
| Essential Question:  | How has the Vaquero culture developed and changed over time? |
| Culminating Task:[W.5.2.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)  | **Week 1:** Choose one of the following based on the proficiency level of students1. Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through (adding on in week 2 and how they had a strong influence on culture in the United States). Use specific details, direct quotations, and other text evidence to support your explanation.
2. Using evidence from the text and other sources, describe the rise and fall of the vaquero culture and how it impacted American culture.

**Week 2:** Choose one of the following based on the proficiency level of students.Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through and how they had a strong influence on culture in the United States. Use specific details, direct quotations, and other text evidence to support your explanation |
| Stations Activities:[L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)[RL 5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)[RL](http://www.corestandards.org/ELA-Literacy/RL/5/4/)/[RI 5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) | **1): Word Work:****Week 1** **Grammar: Easily Confused Verbs**Students will orally or by writing complete these sentence frames using easily confused verbs. The cowboy was not going to    on the saddle.  Instead, he    a bucket of oats in front of the horse. (sit/set)The old vaquero    lasso skills to the young cowboys. The young cowboys are eager to    how to handle a horse. (teaches/learn)Students will work with a partner to choose three word pairs from Student Book p. 716 and write sentences containing each easily confused verb.[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**Week 2:** **Grammar: Making Comparisons**Students will use [Yee-Haw! The Real Life of the American Cowboy](https://www.readinga-z.com/books/leveled-books/book/?id=720) to make comparisons about past and present cowboys. Students will use the following words to make their comparisons:good bad better worse best worst[Academic language frames for compare and contrast (p. 6)](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)**2) Comprehension/Building Knowledge:**Students will work with groups or partners to summarize how Vaquero culture changed over time.  From **Leveled Readers:** * [Rodeo!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/bl/lesson23/index.html) (below level) 680L
* [How Barbed Wire Changed the West](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/al/lesson23/index.html) (above level) 970L
* [Blazing a Cattle Trail](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/strategic_intervention_9780547896205_/lr/ell/lesson23/index.html) (ell reader) 520L

Other resources: * Get Epic: [All About the Rodeo: The Rodeo](http://www.getepic.com)
* [Video: Modern Day Western Cowboys](https://www.youtube.com/watch?v=IC4Ha6PPzJE)
* Newsela: [Kansas cattle rounded up just like in Old West days](https://newsela.com/articles/kansas-roundup/id/4669/)
* [History of the Rodeo Cowgirl (timeline)](http://www.americancowboy.com/article/history-rodeo-cowgirl)

**3)Vocabulary:** **Spelling: unstressed syllables**[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) lesson 23[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) pp 328-330Students will work with a partner to complete the worksheets on unstressed syllables.Students will use a portion of *Vaqueros* to hunt for words with unstressed syllables. Prefixes: -un, -dis, -mis[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=332) p. 342[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) lesson 24Have students chose 3-5 words from the list below and write sentences about cowboys using the word. Have students explain to a partner the meaning of their word/sentence. unable mistreat disaster dishonest unknown incomplete unequal unstable disagree informal discover unwise mislaid **Write-Around:** dominated, extending, sprawling, hostile, acknowledged, flourished, residents, prospered, acquainted, decline, *lazo* (lasso, lariat), *vaqueros* (cow men, buckaroo)*,* *rodeo* (round-up), *mestenos* (mustangs), *sombreros* (shade), *chaparreras* (chapsStudents will work with a group to use the vocabulary to complete a write-around to summarize Vaqueros.**4) Fluency:**[Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Vaqueros***Accuracy:** Students will work with a partner to read a portion of *Yee Haw!* 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.  |

Week 1

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| --- | --- |
| **Grades 5 TWAG week 5-6** | DAYS: WEEK 1 |
| **Essential Question:** How do scientists use fossils to learn about life long ago? |
|  | 1 | 2 | 3 | 4 | 5 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 28**[RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) compare and contrast stories in the same genre on their approaches to themes and topics[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) analyze multiple accounts of the same event or topic[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) integrate information from several texts on the same topic[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read on-level text with purpose and understanding[RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read orally with accuracy, appropriate rate, and expression[W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, state an opinion, and create an organizational structure[W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.[W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/) develop the topic with facts, definitions, details, quotations, or other information and examples[W.5.2c](http://www.corestandards.org/ELA-Literacy/W/5/) link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*).[W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/) use precise language and domain-specific vocabulary[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach[SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/)b follow rules for discussions[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[L.5.2b](http://www.corestandards.org/ELA-Literacy/L/5/) use a comma to separate an introductory element from the rest of a sentence [L.5.2c](http://www.corestandards.org/ELA-Literacy/L/5/) use a comma to set off the words yes and no and to indicate direct address[L.5.3a](http://www.corestandards.org/ELA-Literacy/L/5/) expand, combine, and reduce sentences[L.5.4a](http://www.corestandards.org/ELA-Literacy/L/5/) use context as a clue to the meaning of a word or phrase[L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/) use common Greek and Latin affixes and roots as clues to the meaning of a word[L.5.5b](http://www.corestandards.org/ELA-Literacy/L/5/) recognize and explain the meaning of idioms, adages, and proverbs[L.5.5c](http://www.corestandards.org/ELA-Literacy/L/5/) use the relationship between words to understand each of the words[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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) | * Anchor Text: “[Fossils: A Peek Into the Past”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)
* Summarize the text- reference/review summarizing page T136
* Respond to text questions orally - Think through the text questions 2 and 4.
* T117- Why does the writer think that fossils are nature’s memory keepers?
* [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=384) page 384
* Text [X-Ray](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)- (2017 edition) T101

\*\*\*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) | Reading A-Z:[Early Birds: Fossils and Feathers](https://www.readinga-z.com/books/leveled-books/book/?id=1056&lang=English) *890L (Informational Text)* |
| VocabularyDrawn from the texts | viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activitiesFluency:Text, T120. Model poem, and have students read the poem with different partners. |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Commas in Sentences**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 388-390 [RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/) Spelling**: Greek word roots** [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=385) pp 385-387 |

Week 1

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| **Essential Question:** How do scientists use fossils to learn about life long ago? |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Graphic OrganizersVenn Diagram- Question #1Main Idea and Details Web- Questions #3 | Choose one of the following based on the type of writing to be highlighted:1. Describe the fossils found by Mary and Jared. What did these fossils tell scientists about life long ago?
2. How did woolly mammoth fossils provide information about the animal?
3. What evidence supports the idea that Mary Anning was an expert fossil finder? Provide details to support this idea.
4. Based on what you have read in the text, why are fossils important? Why is the work of fossil finders valuable?
 |

Week 2

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| **Grades 5 weeks 5-6** | DAYS: WEEK 2 |
| **Essential Question:** How do scientists use fossils to learn about life long ago? |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional →→[“Sue Tells a Story”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)- This is a teacher read aloud that can be used during this week as independent reread. T106 and T107\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | * Paired Text-[“Trapped in Tar”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)

Other Resources:* “Digging Deeper” (Lexile 1200L)

<http://www.readworks.org/passages/digging-deeper>* “Mammoth Fossil Found” (Lexile 860L)

<http://www.readworks.org/passages/mammoth-fossil-found> * Video -Bill Nye: Fossils

<https://www.schooltube.com/video/139562feb9e84ab1811a/Bill%20Nye%20Fossils> |
| VocabularyDrawn from the texts | Theorized, extract, techniques, extinct, carnivores, herbivores, paleontologist, engravings  |

Week 2

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| **Essential Question:** How do scientists use fossils to learn about life long ago? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 28**[RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) compare and contrast stories in the same genre on their approaches to themes and topics[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) analyze multiple accounts of the same event or topic[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) integrate information from several texts on the same topic[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read on-level text with purpose and understanding[RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read orally with accuracy, appropriate rate, and expression[W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic, state an opinion, and create an organizational structure[W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.[W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/) develop the topic with facts, definitions, details, quotations, or other information and examples[W.5.2c](http://www.corestandards.org/ELA-Literacy/W/5/) link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*).[W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/) use precise language and domain-specific vocabulary[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach[SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/)b follow rules for discussions[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[L.5.2b](http://www.corestandards.org/ELA-Literacy/L/5/) use a comma to separate an introductory element from the rest of a sentence [L.5.2c](http://www.corestandards.org/ELA-Literacy/L/5/) use a comma to set off the words yes and no and to indicate direct address[L.5.3a](http://www.corestandards.org/ELA-Literacy/L/5/) expand, combine, and reduce sentences[L.5.4a](http://www.corestandards.org/ELA-Literacy/L/5/) use context as a clue to the meaning of a word or phrase[L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/) use common Greek and Latin affixes and roots as clues to the meaning of a word[L.5.5b](http://www.corestandards.org/ELA-Literacy/L/5/) recognize and explain the meaning of idioms, adages, and proverbs[L.5.5c](http://www.corestandards.org/ELA-Literacy/L/5/) use the relationship between words to understand each of the words[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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 |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities[Text](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html), T119, T140; See Spelling below.\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Commas in Sentences**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 392<http://www.k12reader.com/subject/grammar/punctuation/comma/>**Spelling**:[**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) **lesson 28**Students will work with a partner to categorize words and create new words with the Greek word rootsStudents will use a portion of *Fossils: A Peek into the Past* to hunt for words with Greek word roots.  |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Complete the Writing process (edit, revise, and publish) with the culminating task from the previous week. |

**ESL Supplemental Work Station and Gradual Release Template Weeks 5-6**

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| **STORY INFORMATION: Topic: Fossils** |
| [Fossils: A Peek into the Past](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html) TE 110 (Narrative Nonfiction, 1020) | **Grade 5 Q4 Weeks 5-6** |
| Essential Question:  | How do scientists use fossils to learn about life long ago? |
| Culminating Task: [W.5.2.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**Choose one of the following based off of the type of writing to be highlighted. 1. Describe the fossils found by Mary and Jared. What did these fossils tell scientists about life long ago?
2. How did woolly mammoth fossils provide information about the animal?
3. What evidence supports the idea that Mary Anning was an expert fossil finder? Provide details to support this idea.
4. Based on what you have read in the text, why are fossils important? Why is the work of fossil finders valuable?

**Week 2:**1. Complete the Writing Process (edit, revise, and publish) with the culminating task from the previous week

[Academic language frames for compare and contrast (p. 6)](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  |
| Stations Activities: [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)        [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)           [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)               [RL 5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)       [RL](http://www.corestandards.org/ELA-Literacy/RL/5/4/)/[RI 5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/)    | **1): Word Work:****Week 1**[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Commas in sentences**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=355) pp 388-390  **Week 2:**[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Commas in Sentences**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 392<http://www.k12reader.com/subject/grammar/punctuation/comma/> **2)Comprehension/Building Knowledge:**Students will work with groups or partners to summarize how scientists use fossils to tell about life long ago. * [“Sue Tells a Story”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)
* Paired Text-[“Trapped in Tar”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)

 Other Resources:* “Digging Deeper” (Lexile 1200L)

<http://www.readworks.org/passages/digging-deeper>* “Mammoth Fossil Found” (Lexile 860L)

<http://www.readworks.org/passages/mammoth-fossil-found> * Video -Bill Nye: Fossils

<https://www.schooltube.com/video/139562feb9e84ab1811a/Bill%20Nye%20Fossils>**3)Vocabulary:**[**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) **lesson 28**Students will work with a partner to categorize words and create new words with the Greek word rootsStudents will use a portion of *Fossils: A Peek into the Past* to hunt for words with Greek word roots.  **Write-Around:** viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organizeStudents will work with a group to use the vocabulary to complete a write-around to summarize *Fossils: A Peek into the Past.***4) Fluency:*** [Text](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html), T130, Have students take turns reading the selected passage.
* [*Audio Reader:*](https://www.getepic.com/app/read/25699) *Fossils* from Get Epic!

\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.**Accuracy:**Students will work with a partner to read the selected passage and *Fossils*.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.   |

Week 1

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| **Grades 5 Weeks 7-8** | DAYS: WEEK 1 |
| **Essential Question:** What traits help make a person good at solving problems? |
|  | 1 | 2 | 3 | 4 | 5 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 30**[RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)  determine the meaning of words and phrases, including figurative language[RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) compare and contrast stories in the same genre on their approaches to themes and topics[RL. 5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) read and comprehend literature[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read orally with accuracy, appropriate rate, and expression[W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach[W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/) conduct short research projects that use several sources to build knowledge through investigation[W. 5.10](http://www.corestandards.org/ELA-Literacy/W/5/) write routinely over extended time frames and shorter time frames[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/) summarize a written text read aloud or information presented in diverse media and formats[SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/) summarize a speaker’s points and explain how each claim is supported by reasons and evidence[SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/) include multimedia components and visual displays in presentations[L.5.1d](http://www.corestandards.org/ELA-Literacy/L/5/) recognize and correct inappropriate shifts in verb tenses[L.5.4a](http://www.corestandards.org/ELA-Literacy/L/5/) use context as a clue to the meaning of a word or phrase[L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/) use common Greek and Latin affixes and roots as clues to the meaning of a word[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) 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) | * Anchor Text: “[Get Lost! The Puzzle of Mazes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)
* Summarize the text- reference/review summarizing page T201
* Respond to text questions orally - Think through the text questions 1 and 3.
* [Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=384) page 405-6

\*\*\*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) | Text [Finding Their Way](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)- (2017 edition) T198 \*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. |
| VocabularyDrawn from the texts | Undoubtedly, pace, reasoned, nerve, underestimated, extending, residents, balked, techniques, barrier |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activitiesFluency:Text, T214, 215. Model poem, and have students read the poem with different partners. |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Other Punctuation**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 410-412 [RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/) 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=385) pp 407-408 |

Week 1

|  |  |
| --- | --- |
| **Grades 5 Weeks 7-8** | DAYS |
| **Essential Question:** What traits help make a person good at solving problems? |
|  | 1 | 2 | 3 | 4 | 5 |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Graphic OrganizersVenn Diagram- Question #1Main Idea and Details Web- Questions #3[**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) **pg 328** | Choose one of the following based on the type of writing to be highlighted:1. What were some of the different types of mazes described in the text and how did they differ from each other?
2. How do the mazes require problem solving skills to find a way through them?
3. What evidence supports the idea that mazes are created for different reasons and in different shapes? Provide details to support this idea.
 |

Week 2

|  |  |
| --- | --- |
| **Grades 5 Weeks 7-8** | DAYS: WEEK 2 |
| **Essential Question:** What traits help make a person good at solving problems? |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional →→[“Journey to Cuzco: The Origin of the Inca”-](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html) Respond to text questions orally - Think through the text questions 1. T212 and T213\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | * Paired Text-[-“The Best Paths”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)

Other Resources:* “Arrows” (Lexile 890L)

<https://www.readinga-z.com/books/leveled-books/book/?id=844&lang=English>* “The Mystery of Granville Library” (Lexile 860L)

<https://www.readinga-z.com/books/leveled-books/book/?id=814&lang=English>* “Believe It or Not?” (Lexile 890L)

<https://www.readinga-z.com/books/leveled-books/book/?id=2483&lang=English> |
| VocabularyDrawn from the texts | Undoubtedly, pace, reasoned, nerve, underestimated, extending, residents, balked, techniques, barrier |

Week 2

|  |  |
| --- | --- |
| **Grades 5** | DAYS |
| **Essential Question:** What traits help make a person good at solving problems? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | **Standards and Skills for Lesson 30**[RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)  determine the meaning of words and phrases, including figurative language[RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) compare and contrast stories in the same genre on their approaches to themes and topics[RL. 5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) read and comprehend literature[RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) quote accurately when explaining what the text says explicitly and when drawing inferences[RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) determine two or more main ideas and explain how they are supported by details/summarize[RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) determine the meaning of general academic and domain-specific words and phrases[RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) explain how an author uses reasons and evidence to support points[RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) read and comprehend informational texts[RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/) use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately[RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/) read orally with accuracy, appropriate rate, and expression[W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/) introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.[W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/) produce writing in which development and organization are appropriate to task, purpose, and audience[W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/) develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach[W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/) conduct short research projects that use several sources to build knowledge through investigation[W. 5.10](http://www.corestandards.org/ELA-Literacy/W/5/) write routinely over extended time frames and shorter time frames[SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/) pose and respond to questions, make comments that contribute to the discussion, and elaborate on others’ remarks[SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/) summarize a written text read aloud or information presented in diverse media and formats[SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/) summarize a speaker’s points and explain how each claim is supported by reasons and evidence[SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/) include multimedia components and visual displays in presentations[L.5.1d](http://www.corestandards.org/ELA-Literacy/L/5/) recognize and correct inappropriate shifts in verb tenses[L.5.4a](http://www.corestandards.org/ELA-Literacy/L/5/) use context as a clue to the meaning of a word or phrase[L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/) use common Greek and Latin affixes and roots as clues to the meaning of a word[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) acquire and use general academic and domain-specific words and phrase[Livebinder for MPIhttp://www.livebinders.com/play/play?id=1089921](http://www.livebinders.com/play/play?id=1089921)WIDA: Language of Language Arts; Language of Social Studies  |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities[Text](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html), T213; See Spelling below.\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story. |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Other Punctuation**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 413-414**Spelling**:[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 409  |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Complete the Writing process (edit, revise, and publish) with the culminating task from the previous week. |

**ESL Supplemental Work Station and Gradual Release Template Weeks 7-8**

|  |
| --- |
| **STORY INFORMATION: Topic: Puzzles** |
| [Fossils: A Peek into the Past](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html) TE 110 (Narrative Nonfiction, 1020) | **Grade 5 Q4 Weeks 7-8** |
| Essential Question:  | What traits help make a person good at solving problems? |
| Culminating Task: [W.5.2.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf) | **Week 1:**Choose one of the following based off of the type of writing to be highlighted. 1. Describe the fossils found by Mary and Jared. What did these fossils tell scientists about life long ago?
2. How did woolly mammoth fossils provide information about the animal?
3. What evidence supports the idea that Mary Anning was an expert fossil finder? Provide details to support this idea.
4. Based on what you have read in the text, why are fossils important? Why is the work of fossil finders valuable?

 **Week 2:**1. Complete the Writing Process (edit, revise, and publish) with the culminating task from the previous week

[Academic language frames for compare and contrast (p. 6)](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)   |
| Stations Activities: [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)        [L. 5.4b](http://tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf)           [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/); [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/); [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/); [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/); [SL 5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/)               [RL 5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/)             [RL](http://www.corestandards.org/ELA-Literacy/RL/5/4/)/[RI 5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/)     | **1): Word Work:****Week 1**[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Other Punctuation**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 410-412  **Week 2:**[L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/) Grammar: **Other Punctuation**[Reader’s Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=388) pp 413-414 **2)Comprehension/Building Knowledge:**Students will work with groups or partners to give the main idea of the texts. * [“Journey to Cuzco: The Origin of the Inca”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)
* Paired Text-[-“The Best Paths”](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html)

Other Resources:* “Arrows” (Lexile 890L)

<https://www.readinga-z.com/books/leveled-books/book/?id=844&lang=English>* “The Mystery of Granville Library” (Lexile 860L)

<https://www.readinga-z.com/books/leveled-books/book/?id=814&lang=English>* “Believe It or Not?” (Lexile 890L)

<https://www.readinga-z.com/books/leveled-books/book/?id=2483&lang=English>**3)Vocabulary:**[**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html) **lesson 30 pg 174-175**Students will work with a small group to play a game of 20 questions with the vocabulary words from the text.   **Write-Around:** undoubtedly, pace, reasoned, nerve, underestimated, extending, residents, balked, techniques, barrierStudents will work with a group to use the vocabulary to complete a write-around to summarize *Get Lost! The Puzzle of Mazes***4) Fluency:*** [Text](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume6/launch.html), T213-215, Have students take turns reading the selected passage.

\*\*\*Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.**Accuracy:**Students will work with a partner to read the selected passages.After reading, students should answer the following questions:What do you notice about your partner’s accuracy after listening to them?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.   |

|  |
| --- |
| **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**
 |

**End of Year/ Week 9 of quarter 4:**

**The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in). Please make sure your school composite is updated as well and that the latest version is submitted to the ESL office (purnellmc@scsk12.org).**

**To prepare for next year, during week 9, please compile the following items and place in your ESL file or ESL student files so that data may be passed on to next year’s ESL teacher and/or General Education teacher:**

**· Two writing samples taken from this last quarter. The writing should come from any two of the culminating writing tasks outlined in this curriculum guide. If accommodations were made during this writing task, please attach a brief note stating what those accommodations were. For example, did a partner assist or was a sentence or paragraph frame provided?**

**▪ Reading A-Z fluency passages levels X-Z. Teachers should include these level passages, along with any other fluency check they feel may be more indicative of what a student “can do” (WIDA). 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/)**)**

**● WIDA Student Profile. Ask students to help you create a set of information specific to them. This information will be passed on to next year’s teacher (at beginning of next school year). Place these completed student profiles in your ESL files for future use. Ask students to draw a picture of self in the middle (of bubble map, for example, with interest items all around) or have students bring in a picture.**

**o Topics may include:**

**● favorite sports teams /sports the student participates in**

**● country of origin/ how long in the U.S.**

**● favorite school subject**

**● how many in my family**

**● my summer plans**

**● favorite books**

**● who helps me study**

**o After students have filled in their portion of their profile, take a moment to write in the following information within a “teacher” bubble portion of this map. Topics you may wish to address are:**

**● accommodations made on a regular basis are:**

**● this student works best when:**

**● student has grown the most in the area of:**

**● student is still struggling with:**

**● any other information you want to inform next year’s teacher(s) about which is relevant to this child’s education**