

Big Ideas

- Elements of different genres can be used to make connections across texts about the author's purpose and message.
- Persuasive texts use facts to convince an audience of the author's claim.
- Informational texts have specific text features and are organized using a variety of text structures that increase readers' comprehension of text.
- A knowledge of affixes (prefixes, suffixes and roots) can be used to spell words correctly and to determine the meaning of unknown words in text.
- Writers learn from other authors' craft and use of literary devices to help them form their own writing style and voice.
- The writing process includes important steps such as planning (brainstorming, and organizing), drafting, revising, editing, and publishing that help create a well developed written composition.
- Knowledge and use of Spanish language conventions help us communicate with and understand each other.
- Reading fluency strategies can be used to help increase overall reading comprehension and critical thinking skills.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining central ideas and summarizing a text helps readers both remember the text and communicate the content of the text with others.

Essential Questions:

- What can we learn about ourselves by observing and interacting with others?
- Why might an author repeat certain things such as events, images or words?
- As you read the nonfiction text, what surprised you?
- As you read the nonfiction text, what did the author think I already knew?
- As you read the nonfiction text, what challenged, changed, or confirmed what I already knew?
- What graphic features are in the text?
- While reading, why is it important to ask and answer questions about the text?
- What inferences can you make while you read?
- What point of view is being used in this text?
- How can you improve your reading in order to move up to the next level?
- What strategies can you use to help you comprehend what you are reading?
- How can you read more fluently?
- How can I generate ideas for my writing piece?
- How can I improve my writing piece?

Core Competencies:

- Students will analyze characteristics of informational text, including diagrams, and identify details that support the author's central idea
- Students will make inferences and use text evidence to support understanding.
- Students will analyze plot elements, including rising actions, climax, falling action, and resolution. Understand conflict and what it contributes to a story
- Students will analyze literary elements and how tone and mood contribute to the theme of a text.
- Students can engage in the writing process to produce a well written composition by grade-level standards

2021-2022 Grade 5 English Language Arts and Reading Unit 04 Week 01

Unit Title: Relationships

March 21- March 25, 2022

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

- Compose a narrative and a fictional story using the writing process including introductions, transitions, and conclusions.

Formative:

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.
- Anecdotal notes during small group instruction

Summative:

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

[Constructed Response Rubric](#)

Culminating Project: *Create Science Magazine*: Explain to students that science magazines give information categorized into different subtopics about a main topic, in this case, animals. Have students share examples of things they have learned about by reading magazines.

Weeks 1-3: Guide groups to create an Idea Board or group document for brainstorming, recording and discussing ideas, and sharing quotations and other information from their research. Remind students that there are numerous sources of research they can use beyond their myBook selections, such as informational books, encyclopedias, magazines, websites, online videos, and interviews. Tell students that as they find helpful information, they should record it and cite their sources.

P, N, S	Unit 04 Weeks 1-3 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
S	5.1A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	listen ask make	actively relevant questions pertinent comments	to interpret verbal and non-verbal messages to clarify information
S	5.1B follow, restate, and give oral instructions that include multiple action steps	follow restate give	oral instructions	include multiple action steps
S	5.1C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and the conventions of language to communicate ideas effectively	give	organized presentation	*employing -eye contact -speaking rate -volume -enunciation -natural gestures -conventions of language *communicate ideas effectively

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[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

S	5.1D work collaboratively with others to develop a plan of shared responsibility	work	collaboratively with others	to develop a plan of shared responsibility
S	5.2A demonstrate and apply phonetic knowledge by:	demonstrate	phonetic knowledge	by:
S	5.2Aiv decoding words using advanced knowledge of the influence of prefixes and suffixes on base words			decoding words using advanced knowledge of the influence of prefixes and suffixes on base words
S	5.2Av identifying and reading high-frequency words from a research-based list			identifying and reading high frequency words from a research-based list
S	5.2B demonstrate and apply spelling knowledge by:	demonstrate apply	spelling knowledge	by:
S	5.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables			spelling multisyllabic words with: - closed syllables - open syllables - VCe syllables - vowel teams including digraphs and diphthongs - r-controlled syllables - final stable syllables
S	5.2Bv spelling words using knowledge of prefixes			spelling words using knowledge of prefixes
S	5.2Bvi spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants			spelling words using knowledge of suffixes including how they can change base words such as dropping e, changing y to i, and doubling final consonants
S	5.2C write legibly in cursive to complete assignments	write	legibly in cursive	to complete assignments
P,S	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	use	context	*within and beyond a sentence *to determine the relevant meaning of -unfamiliar words -multiple-meaning words
S	5.3C identify the meaning of and use words with affixes such as trans-, super-, -and -ive and -logy and roots such as geo and photo	identify use	meaning of words	words with affixes such as -trans- -super- --ive --logy with roots such as -geo -photo
S	5.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	use	appropriate fluency -rate -accuracy	when reading grade-level text

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			-prosody		
S	5.5A self-select text and read independently for a sustained period of time	self-select read	text independently		for a sustained period of time
S	5.6A establish purpose for reading assigned and self-selected texts	establish	purpose for reading		assigned and self-selected texts
S	5.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures	make correct confirm	predictions		using -text features -characteristics of genre -structures
S	5.6E make connections to personal experiences, ideas in other texts and society	make	connections		*to personal experiences *ideas in other texts *society
S	5.6F make inferences and use evidence to support understanding	make use	inferences evidence		to support understanding
S	5.6G evaluate details read to determine key ideas	evaluate	details read		to determine key ideas
S	5.6H synthesize information to create new understanding	synthesize	information		to create new understanding
S	5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	monitor make	comprehension adjustments		*re-reading *using background knowledge *checking for visual cues *asking questions when understanding breaks down
S	5.7A describe personal connections to a variety of sources including self-selected texts	describe	personal connections		to a variety of sources included self-selected texts
S	5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	write	responses		that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources
S	5.7C use text evidence to support an appropriate response	use	text evidence		to support an appropriate response
S	5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	retell paraphrase summarize	texts		in ways that maintain meaning and logical order
S	5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	interact with	sources		in meaningful ways such as -notetaking -annotating -freewriting

2021-2022 Grade 5 English Language Arts and Reading Unit 04 Week 01

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					-illustrating
S	5.7F respond using newly acquired vocabulary as appropriate	respond	using		newly acquired vocabulary as appropriate
S	5.7G discuss specific ideas in the text that are important to the meaning	discuss	specific ideas in the text		that are important to the meaning
S	5.8B analyze the relationships of conflicts among the characters	analyze	the relationship of conflicts		among the characters
S	5.8C analyze plot elements, including the rising action, climax, falling action, and resolution	analyze	plot elements		including -rising action -climax -falling action -resolution
S	5.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	demonstrate	knowledge of distinguishing characteristics of well-known children's literature		including: *folktales *fables *legends *myths *tall tales
S	5.9D recognize characteristics and structures of informational text including:	recognize	characteristics and structures		of informational text including:
S	5.9Di the central idea with supporting evidence				the central idea with supporting evidence
S	5.9Dii features such as insets, timelines, and sidebars to support understanding				features such as insets, timelines, and sidebars to support understanding
S	5.9E recognize characteristics and structures of argumentative text including:	recognize	characteristics and structures		of argumentative text including:
S	5.9Ei identifying the claim				identifying the claim
S	5.9Eii explaining how the author has used facts for or against an argument				explaining how the author used facts for or against an argument
S	5.9Eiii identifying the intended audience or reader				identifying the intended audience or reader
S	5.9F recognize characteristics of multimodal and digital texts	recognize	characteristics of		multimodal and digital texts
S	5.10A explain the author's purpose and message within a text	explain	the author's purpose and message		within a text
S	5.10C analyze the author's use of print and graphic features to achieve specific purposes	analyze	author's use -print features -graphic features		to achieve specific purposes
S	5.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	describe	how the author's use of imagery, literal, and figurative language such as:		achieves specific purposes

2021-2022 Grade 5 English Language Arts and Reading Unit 04 Week 01

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[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

			<ul style="list-style-type: none"> - simile - metaphor - sound devices 	
S	5.10E identify and understand the use of literary devices, including first- or third-person point of view	identify understand	the use of literary devices	including first- or third-person point of view
S	5.10F examine how the author's use of language contributes to voice	examine	how the author's use of language	contributes to voice
S	5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	plan	a first draft by selecting a genre for a particular topic, purpose, and audience	using a range of strategies such as: - brainstorming - freewriting - mapping
S	5.11B develop drafts into a focused, structured, and coherent piece of writing by:	develop	drafts	into a focused, structured, and coherent piece of writing by:
S	5.11Bi organizing with purposeful structure, including an introduction, transitions, and a conclusion			organizing with purposeful structure, including an introduction, transitions, and a conclusion
S	5.11Bii developing an engaging idea reflecting depth of thought with specific facts and details			developing an engaging idea reflecting depth of thought with specific facts and details
S	5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	revise	drafts	to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
S	5.11D edit drafts using standard English conventions including:	edit	drafts	using standard English conventions including:
S	5.11Di complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
S	5.11Dx punctuation marks including commas in compound sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis			punctuation marks including commas in compound sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis
S	5.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
S	5.11E publish written work for appropriate audiences	publish	written work	for appropriate audiences
S	5.12A compose literary texts such as personal narratives, fiction and poetry using genre characteristics and craft	compose	literary texts	such as: - personal narratives - fiction - poetry using genre characteristics and craft
S	5.12C compose argumentative texts, including opinion essays, using genre characteristics and craft	compose	argumentative texts including: - opinion essays	using genre characteristics and crafts
S	5.13A generate and clarify questions on a topic for formal and informal inquiry	generate clarify	questions on a topic	for formal and informal inquiry

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[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

S	5.13B develop and follow a research plan with adult assistance	develop follow	a research plan	with adult assistance
S	5.13C identify and gather relevant information from a variety of resources	identify gather	relevant information	from a variety of resources
S	5.13E demonstrate understanding of information gathered	demonstrate	understanding	of information gathered
S	5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	an appropriate mode of delivery whether written, oral, or multimodal	to present results

Key: Priority-P New -N Spiraled-S

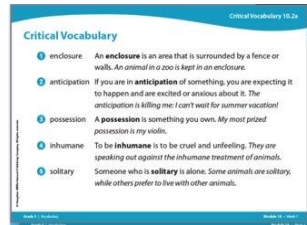
Unit 04 Week 01 Primary Location of Resources: Module 10 (M10)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills HMH Scope & Sequence	Advanced Phonics				
	Weekly Content		Suggested Resources		
	5.2Aiv Decoding: Adding Suffixes -ent/-ence/-ency, -ant/-ance/-ancy 5.2Bvi Spelling: Adding Suffixes -ent/-ence/-ency, -ant/-ance/-ancy		Suggested Resource HMH Module 12 T74-76		
	Comprehension-Word Study				
	Weekly Content		Suggested Resources		
	Context Clues Affixes to support comprehension		FCRR		
Vocabulary Routine 1. Say the word. 2. Explain the meaning.	Word Study/Academic Language/Oral Language				
		Academic Vocabulary, M10 T230-231	Academic Vocabulary, M10 T242	Generative Vocabulary, M10 T252	Frequent vocabulary review, M10 T260-261

3. Give examples.

Present critical vocabulary:

- enclosure
- coaxing
- dominated
- inhumane
- possession
- territory
- solitary
- generation
- anticipation

Use the Vocabulary routine to introduce the vocabulary.



Read aloud each word and have students repeat it.

Read aloud and discuss each word's student-friendly explanation.

Point out the example for the word.

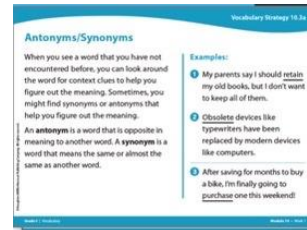
Have students suggest other examples.

Review critical vocabulary:

- renclosure
- coaxing
- dominated
- inhumane
- possession
- territory
- solitary
- generation
- anticipation

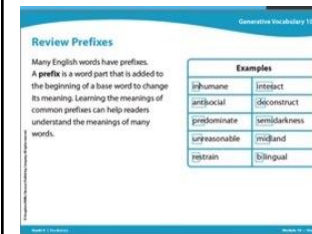
Review and discuss vocabulary along with the student friendly explanations and have examples of the words. Have students do the practice items.

Vocabulary Strategy, M10 T243 Antonyms/Synonyms Remind students that context clues can sometimes include antonyms or synonyms, and that using antonyms and synonyms to determine the meaning of unfamiliar words helps them better understand what they read.



Review prefixes

Point out the Critical Vocabulary word that contains the prefix in- (inhumane) and the Academic Vocabulary word that contains the prefix anti- (antisocial). Then write the word predominate and point out the prefix pre-.


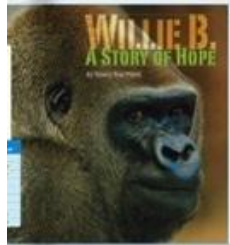


Remind students that a suffix is a word part added to the end of a base word that changes the meaning.

Write on the board the following words from Willie B.: massive, directly, fistfuls, and confinement. Ask volunteers to point out the suffix in each word and explain how it changed the word's meaning.

Then have students add suffixes to the following words from Willie B.: play, safe, sleep, night, and

Critical Vocabulary

				sweet. Ask them to explain how adding a suffix changed the meaning of the word.	
Comprehension and Accountability Talk Routine: 1. Question: Listen to a question and think about your answer. 2. Signal: Give a signal that you are ready. 3. Stem 4. Share: Turn and Talk 5. Assessment: Randomly choose students to share out.	Interactive Read Aloud Answer Key to Question-of-the-Day and 3 Question Quiz				
	Why We Watch Animals  M10 T221 Genre: Informational Text: Remind students that informational texts give facts about a topic. Ask students what they expect to learn from reading the selection by previewing the titles and images. Purpose: <i>I will read to find out how we can learn about ourselves by observing and interacting with animals.</i> Read and Comprehend: Use the prompts in the <i>Teaching Pal</i> to gauge for student understanding.	Willie B.: A Story of Hope Question of the Day to accompany the HMH story  Genre: Narrative Nonfiction M10 T233 In your Teaching Pal, pp. 309–320, use the blue FIRST READ prompts and the red Notice & Note prompts to read Willie B.: A Story of Hope as students follow along and annotate their myBook. Prompt students to set their own purpose for reading Willie B.: A Story of Hope. Use the prompts in your Teaching Pal to gauge students' synthesizing information to arrive at new ideas.	Willie B.: A Story of Hope Genre: Narrative Nonfiction M10 T245 In your Teaching Pal, use the purple TARGETED CLOSE READ prompts on pages 312 and 318 to guide students to apply the theme skill to Willie B.: A Story of Hope and to cite evidence to support their responses. Students may refer to the questions on Know it page 211 as you discuss them.	Willie B.: A Story of Hope Genre: Narrative Nonfiction M10 T255	Willie B.: A Story of Hope HMH Story turned Passage <i>("Friday" Passage - to show what story would look like on STAAR - with 3 question quiz)</i> Genre: Narrative Nonfiction M10 T263

Mini-Lesson																																								
<p>Connect and Teach: Author's Craft M10 T220</p> <p>Tone is the author's attitude toward the subject of a text. Authors create tone by carefully choosing their words, phrasing, and details. Words that describe tone include excited, amazed, disgusted, impressed, or bitter.</p> <div><p>AUTHOR'S CRAFT</p><p>Author's Craft is the language and technique a writer uses to</p><ul style="list-style-type: none">• make his or her writing interesting.• communicate ideas to the reader.<table><thead><tr><th>Technique</th><th>What is it?</th><th>Example</th></tr></thead><tbody><tr><td>Voice</td><td>the author's writing style that makes his or her writing unique</td><td>An author's voice may change depending on the genre of the text.</td></tr><tr><td>Mood</td><td>the emotions and feelings of the reader while reading a text</td><td>mystery = suspense or surprise satire = wonder or excitement article = serious or thoughtful</td></tr><tr><td>Anecdote</td><td>a short, funny, or interesting story related to a character or events</td><td>While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.</td></tr><tr><td>Language</td><td>vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting</td><td>Each kernel of the butternut popcorn crunched loudly in Sena's mouth.</td></tr><tr><td>Hyperbole</td><td>exaggerations that make things sound bigger, better, or more than what they truly are</td><td>That's the best idea I have ever heard in my life!</td></tr></tbody></table></div>	Technique	What is it?	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The information may be found in different parts of the same text, or it might be drawn from an outside source or from the reader's previous knowledge.</p> <div><p>SYNTHESIZE</p><p>When you synthesize, your thinking changes and you form new ideas.</p></div>	<p>Connect and Teach: Theme M10 T244</p> <p>Theme of a selection is the main message, the moral, or the lesson that the author wants readers to learn. It is closely related to the author's purpose for writing. Point out that theme is different from a central idea. The theme is the deeper meaning of a text, while the central idea is what the text is mostly about.</p> <div><p>THEME</p><p>The theme is the main message, lesson, or moral of the text.</p><p>The theme can be stated in text.</p><ul style="list-style-type: none">• The theme can be implied.• The text clues to figure it out.• What happens to the characters?• How do the characters react?• How do the characters grow or change?<p>ASK: What is the author trying to teach me?</p></div>	<p>Connect and Teach: Author's Craft M10 T254</p> <p>Remind students that an author's tone reveals how the author feels about the subject of a text. The tone is revealed through the author's word choice, phrasing, and attention to the subject's experiences and feelings. Words that describe tone include happy, hopeful, boastful, unsure, and anxious. An author's tone may change throughout the text.</p> <div><p>AUTHOR'S CRAFT</p><p>Author's Craft is the language and technique a writer uses to</p><ul style="list-style-type: none">• make his or her writing interesting.• communicate ideas to the reader.<table><thead><tr><th>Technique</th><th>What is it?</th><th>Example</th></tr></thead><tbody><tr><td>VOICE</td><td>the author's writing style that makes his or her writing unique</td><td>An author's voice may change depending on the genre of the text.</td></tr><tr><td>MOOD</td><td>the emotions and feelings of the reader while reading a text</td><td>mystery = suspense or surprise satire = wonder or excitement article = serious or thoughtful</td></tr><tr><td>ANECDOTE</td><td>a short, funny, or interesting story related to a character or events</td><td>While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.</td></tr><tr><td>LANGUAGE</td><td>vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting</td><td>Each kernel of the butternut popcorn crunched loudly in Sena's mouth.</td></tr><tr><td>HYPERBOL</td><td>exaggerations that make things sound bigger, better, or more than what they truly are</td><td>That's the best idea I have ever heard in my life!</td></tr></tbody></table></div>	Technique	What is it?	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<p>Weekly Measuring Up Lesson: Use the <i>Measuring Up</i> passage to review key standards using best practices and the Foundational Strategies Success Criteria</p>			<p>Measuring Up Lesson 3</p>																																					
<p>Writing Workshop - Letter to the Editor (Argument)</p>																																								
<p>Writing Prompt: Read the following sentence: <i>Some things are worth fighting for.</i> Think about organizations that care for animals. Write a persuasive letter to the editor of your local newspaper. In your writing, explain why people should support the organization with their money or time. You can focus on a specific program or write about an organization in general.</p>																																								
<p>Writer's Workshop</p>																																								

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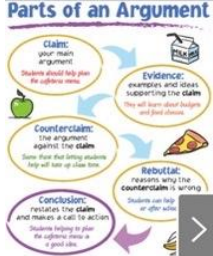
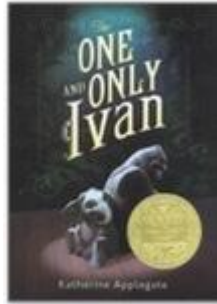


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[Assessment Calendar](#)

[Feedback](#)

<div>Writing Prompt:</div> <div>Read the following sentence: <i>Some things are worth fighting for.</i></div> <div>Think about organizations that care for animals. Write a persuasive letter to the editor of your local newspaper. In your writing, explain why people should support the organization with their money or time. You can focus on a specific program or write about an organization in general.</div> <div>Teacher Rubric</div> <div>Student Friendly Rubric</div>	<div>Argument Writing: Letter to the Editor M10 W150</div> <div>Priming the students</div> <div></div> <div>If students have not mentioned the issue of how animals are treated, ask: <i>Can you think of examples of organizations that encourage the proper treatment of animals?</i> Begin recording students' ideas about animals and these organizations, which could include shelters, animal rights groups, organizations that educate pet owners, and so on. You may want to compile a list of organizations that promote humane treatment of animals beforehand.</div>	<div>Argument Writing: Letter to the Editor M10 W151</div> <div>Priming the Text</div> <div></div> <div>Read a Letter to the Editor: Find a sample and show to the students.</div> <div>Recall with students that this module is about how animals are treated. Remind them that a letter to the editor is an opinion. Tell them that the letter writer presents an argument, that is, he or she gives and explains reasons to support a point of view.</div>	<div>Argument Writing: Letter to the Editor M10 W152</div> <div>The Read</div> <div>Show the cover of <i>El único e incomparable Ivan</i>.</div> <div></div> <div>Read from the beginning of the book to the top of page 16, pausing after “Tag was my twin sister’s name.”</div> <div>Start a discussion using the questions on M10 W152.</div>	<div>Argument Writing: Letter to the Editor M10 W153</div> <div>Vocabulary</div> <div>Use Display and Engage 10.2 as you model how to tease out clues that reveal the author’s message.</div> <div></div> <table><thead><tr><th>Words from the sentence</th><th>How the words make you feel</th><th>Author's message</th></tr></thead><tbody><tr><td>"domain"</td><td>in charge; in control over</td><td>Ivan lives like a prisoner.</td></tr><tr><td>"thick glass"</td><td>confined</td><td></td></tr><tr><td>"rusty metal"</td><td>ugly; not safe</td><td></td></tr><tr><td>"rough cement"</td><td>harsh; unpleasant</td><td></td></tr></tbody></table>	Words from the sentence	How the words make you feel	Author's message	"domain"	in charge; in control over	Ivan lives like a prisoner.	"thick glass"	confined		"rusty metal"	ugly; not safe		"rough cement"	harsh; unpleasant		<div>Argument Writing: Letter to the Editor M10 W154</div> <div>Prewriting: Preparing to Write</div> <div>Display the list of animal organizations you began. Invite students to add animal programs or organizations and details that they have noticed since you began the chart. Show Display and Engage 10.3 and read the writing prompt aloud. Invite questions about the assignment.</div> <div></div>
	Words from the sentence	How the words make you feel	Author's message																	
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Independent Writing																				
<div>Students will talk to partners/teams about how organizations help animals.</div> <div>Circulate, monitor, and prompt students while they</div>	<div>Students will discuss the questions as they relate to the letter:</div> <div><i>What is the issue?</i></div> <div><i>What is the writer's position on the issue?</i></div>	<div>Students will work in groups finding the meaning of the words and add them to the instructional vocabulary list from the text.</div> <div>Circulate, monitor, and</div>	<div>Students will begin the writing process creating a graphic organizer with the person, audience and purpose and goals for their writing.</div>	<div>Students will work on their draft for their letters.</div> <div>Circulate, monitor, and prompt students while they write. Students will share their writing.</div>																

2021-2022 Grade 5 English Language Arts and Reading Unit 04 Week 01

Unit Title: Relationships

March 21- March 25, 2022

	YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback
	write. Students will share their ideas.	<p><i>What are the reasons that support this position? Is the argument convincing? Why or why not? Does the writer mention opposing views? How? Does this letter change how you feel or inspire you to act? Explain.</i></p> <p>Circulate, monitor, and prompt students while they write their response. Students will share their writing.</p>	prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their ideas	
Patterns of Power	Grammar				
	Patterns of Power Resource- See the tip referenced on p. 238-Punctuation that Come in Pairs				
Research Class Project: <i>Create Science Magazine</i>	<p>Explain to students that science magazines give information categorized into different subtopics about a main topic, in this case, animals. Have students share examples of things they have learned about by reading magazines.</p> <p>Weeks 1-3: Guide groups to create an Idea Board or group document for brainstorming, recording and discussing ideas, and sharing quotations and other information from their research. Remind students that there are numerous sources of research they can use beyond their myBook selections, such as informational books, encyclopedias, magazines, websites, online videos, and interviews. Tell students that as they find helpful information, they should record it and cite their sources.</p>				
Literacy Stations	Phonological Awareness	Phonics	Fluency	Self-Selected Reading Choices w/ Accountability	Vocabulary
	Please refer to your HMH TE for some Literacy Station Resources				