

**Big Ideas**

- Reading fluency strategies can be used to help increase overall reading comprehension and critical thinking skills.
- Metacognition strategies such as asking and answering questions, monitoring and clarifying understanding, visualizing, making and confirming or refuting predictions are important tools for good readers.
- Understanding text structure and features help us better navigate and comprehend a selection and the purpose behind writing the selection.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining the central idea and summarizing a text helps readers both remember the text and communicate the content of the text with others.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Knowledge and use of Spanish language conventions help us communicate with and understand each other.
- 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.

**Essential Questions:**

- How does point of view change how the author tells the story?
- How can the use of text features help you navigate and understand a text?
- How does the writing process help you develop a well written composition?
- Why is making inferences an important part of understanding and analyzing a text?
- Why is it important to use standard English language conventions to communicate ideas in your writing?
- Why is it important to have a variety of strategies to help you determine the meaning of unfamiliar and multiple meaning words?
- How does figurative language and imagery help an author express their voice and help a reader visualize a text?
- How can understanding text structure help you better determine the author's purpose?
- How does understanding the text structure help you summarize a text?
- Why are central ideas and summarizing important for communicating with others about a text?
- How does understanding the text structure help you summarize a text?
- Why is it important to understand the author's purpose for writing a selection?

**Core Competencies:**

- Students will be able to annotate and answer questions about a text focusing on text features, point of view, and theme.
- Students will make inferences and use text evidence to support understanding.
- Students will understand the steps of the writing process.
- Students will be able to identify adjectives and use them in their writing.
- Students can use standard Spanish conventions, including: verbs ser and estar, pasado perfecto, pluscuamperfecto and condicional, and irregular verbs with correct spelling.
- Students will identify the meaning of and use base words with affixes and roots.
- Students can decode words with prefixes and suffixes.

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- Students will be able to use orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.
- Students will be able to analyze and annotate a text with a focus on inferences, central idea, text structure, author's purpose and summary.
- Students are able to use quotation marks correctly in their own writing.
- Students can engage in the writing process to produce a well written composition by grade-level standards
- Students can identify the theme of a selection and use that theme to make a connection to their lives.

**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: *Achieving Equity in the World***- Students will research the concept of equity and identify equity problems in our country and the world, propose a solution, and create a written product and an oral presentation. After all students present their ideas, they will vote to select the best in the class and students can publish it in social media to create awareness with adult assistance.

**Week 8-9:** Students will practice their oral presentations and present their plan to the class with the materials created. The class will vote for the best idea. The winner could receive the Award for Seeking Equity in the World. After all students present their ideas, they will vote to select the best in the class and students can publish their idea in social media with adult assistance to create awareness.

**Key: Priority-P New -N Spiraled-S**

Unit 2 Week 7-9 Unpacked TEKS				
P, N, S	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	5.1C 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

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				-volume -enunciation -natural gestures -conventions of language *communicate ideas effectively
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	5.2Ai decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician			decoding words with consonant changes, including -/t/ to /sh/ such as in select to selection -/k/ to /sh/ such as in music to musician
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	5.2Bvi 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	5.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	use	appropriate fluency -rate -accuracy -prosody	when reading grade-level text
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	5.3A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	use	print resources digital resources	to determine -meaning -syllabication -pronunciation -word origin

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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	5.3D identify, use, and explain the meaning of adages and puns		identify  use  explain	meaning	of adages and puns
S	5.6A establish purpose for reading assigned and self-selected texts		establish	purpose for reading	assigned and self-selected texts
S	5.6B generate questions about text before, during, and after reading to deepen understanding and gain information		generate	questions	about text -before reading -during reading -after reading  to deepen understanding  gain information
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	5.6D create mental images to deepen understanding		create	mental images	to deepen understanding
S	5.6E make connections to personal experiences, ideas in other texts and society		make	connections	*to personal experiences *ideas in other texts

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				*society
<b>P, S</b>	<b>5.6F</b> make inferences and use evidence to support understanding	make use	inferences evidence	to support understanding
<b>S</b>	<b>5.6G</b> evaluate details read to determine key ideas	evaluate	details read	to determine key ideas
<b>P, S</b>	<b>5.6H</b> synthesize information to create new understanding	synthesize	information	to create new understanding
<b>S</b>	<b>5.6I</b> 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
<b>S</b>	<b>5.7A</b> describe personal connections to a variety of sources including self-selected texts	describe	personal connections	to a variety of sources included self-selected texts
<b>S</b>	<b>5.7B</b> 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
<b>S</b>	<b>5.7C</b> use text evidence to support an appropriate response	use	text evidence	to support an appropriate response
<b>P, S</b>	<b>5.7D</b> 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
<b>S</b>	<b>5.7E</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	interact with	sources	in meaningful ways such as -notetaking -annotating -freewriting -illustrating
<b>S</b>	<b>5.7G</b> discuss specific ideas in the text that are important to the meaning	discuss	specific ideas in the text	that are important to the meaning
<b>S</b>	<b>5.8A</b> infer basic themes supported using text evidence	infer	basic themes	using text evidence
<b>P, S</b>	<b>5.8B</b> analyze the relationships of conflicts among the characters	analyze	the relationship of conflicts	among the characters
<b>S</b>	<b>5.8D</b> analyze the influence of the setting, including historical and cultural settings, on the plot	analyze	the influence of the setting -historical -cultural	on the plot

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S	5.9D recognize characteristics and structures of informational text including:		recognize	characteristics and structures	of informational text including:
P, S	5.9Di the central idea with supporting evidence				the central idea with supporting evidence
S	5.10A explain the author's purpose and message within a text		explain	the author's purpose and message	within a text
S	5.10B analyze how the use of text structure contributes to the author's purpose		analyze	how the use of text structure contributes	to the author's purpose
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: - simile - metaphor - sound devices	achieves specific purposes
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
N	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	5.10G explain the purpose of hyperbole, stereotyping and anecdote		explain	the purpose	of hyperbole, stereotyping, and anecdote
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	5.11D edit drafts using standard English conventions including:		edit	drafts	using standard English conventions including:
P, 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
N	5.11Div adjectives, including their comparative and superlative forms				adjective, including their comparative and superlative forms
N	5.11Dv conjunctive adverbs				conjunctive adverbs

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N	5.11Dvi prepositions and prepositional phrases and their influence on subject-verb agreement				prepositions and prepositional phrases and their influence on subject-verb agreement
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
P, S	5.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	compose	informational texts including: - brief compositions that convey information about a topic		using a clear central idea and 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
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

**Unit 2 Week 8**  
**Primary resources located in Module 6 (M6)**

	Day 1	Day 2	Day 3	Day 4	Day 5
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<b>Foundational Skills</b>	<b>Advanced Phonics</b>				
	<b>Weekly Content</b>		<b>Suggested Resources</b>		
	5.2Aii Decoding: Unstressed Syllables		HMH Module 7 T152-154		
	<b>Comprehension-Word Study</b>				
	<b>Weekly Content</b>		<b>Suggested Resources</b>		
	5.3C Prefixes mega-, sub-, Latin roots <i>ped, dent</i> Latin root <i>terr</i> , Prefixes pro-, anti- 5.3B Context Clues 5.3A Reference Materials		HMH Module 7 T126-127 HMH Module 7 T164-165 HMH Module 7 T119 HMH Module 7 T157		
<b>Fluency</b>	<b>Phrasing</b>				
	<p><b>M6 T289</b> *Use phrasing to read fluently and support understanding</p> <p><b>Fluency Passage 6.6:</b> The Music Lesson <b>HF Words:</b> fun, tone, practice, rich <b>Explain:</b> Remind students that fluent readers include natural pauses when they read aloud. These pasues are cued by punctuation or words like <i>as, but</i> and <i>or</i>. <b>GP:</b> Model reading with proper phrasing explaining how punctuation helps you know when to pause. <b>IP:</b> Engage students in practice with their independent reading book. Students will practice in pairs</p>				
<b>Word Study/Academic Language/Oral Language</b>					
<b>Vocabulary Routine</b> 1. <i>Say the word.</i> 2. <i>Explain the meaning.</i> 3. <i>Give examples.</i>	Intro vocab using pic cards: M6 T278-279 <i>exposure, willful, stereotypical, discriminatory</i>	<b>Explain/Model:</b> Review vocabulary using picture cards: M6 T290  <b>Vocabulary Strategy:</b> T291 <b>Reference Materials</b>	Introduce vocab using pic cards: T298-299  <i>bars, contagious, fever, duets, solos</i>	<b>Explain/Model:</b> Review vocabulary using picture cards: T308-309  <b>IP:</b> Students will work in pairs to create Four-Square Maps:	<b>Vocabulary Strategy:</b> T316-317 <b>Prefixes</b> dis-, super-, semi-  <b>Explain:</b> Point out when the prefixes - <i>dis- (no)</i> , <i>super- (mas, major, grane)</i>

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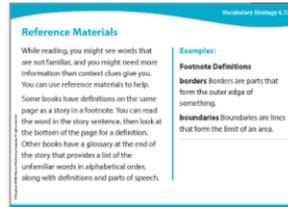
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**GP:** Follow the *Vocabulary Routine* with the class. Guide students to make connections with the words and create sentences.

*Always spiral context clues to find meaning of unfamiliar words.*

Explain what **reference materials**. Tell students that using reference materials will help them clarify the meanings of unknown words and therefore better understand what they read.



**GP:** Review how to find words in a dictionary with the class. Engage students in finding the meaning of unfamiliar words in groups to practice the dictionary skills.

**IP:** Students will find the meaning of words by using context and a dictionary entry

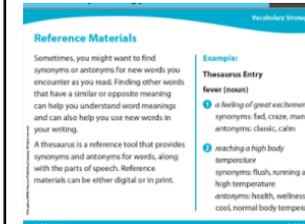
**GP:** Follow the *Vocabulary Routine* with the class. Guide students to make connections with the words and create sentences.

*Always spiral context clues to find meaning of unfamiliar words.*

Picture	Meaning
Sentence	Word

**Vocabulary Strategy:** T309  
**Reference Sources**

**GP:** Review the use of the thesaurus to find synonyms and antonyms with unfamiliar words in small groups.



**IP:** Students will write a sentence with the word *fever* in the context of the text, after using the thesaurus to find synonyms and antonyms.

and *semi- (casi)* are added to a base word, it has a new meaning.

**Suggestion:** Model the use of a basic graphic organizer for recurrent practice.

**Example:**

**Oración**  
No me quiero **distraer** porque el **supermercado** está **semivacío** y puedo terminar de comprar rápidamente.

<b>¿Prefijo/Sufijo?</b> distraer supermercado Semivacío	<b>¿Cognado?</b>  distract supermarket No
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<b>¿Significados Múltiples?</b> No	<b>Contexto</b> -no distraer -terminar de comprar rápido
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<b>¿Homógrafo u Homófonos?</b> No	<b>Sinónimos / Antónimos</b> No
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**Significado**  
*Quiero comprar rápido en la tienda porque no hay casi nadie, así que quiero prestar atención.*

**Assessment:** Students will be assessed on application of using

					context clues, and prefixes/suffixes, and shades of meaning to find word meaning.
<p><b>Comprehension and Accountability Talk Routine:</b></p> <ol style="list-style-type: none"> <li><i>Question: Listen to a question and think about your answer.</i></li> <li><i>Signal: Give a signal that you are ready.</i></li> <li><i>Stem</i></li> <li><i>Share: Turn and Talk</i></li> <li><i>Assessment: Randomly choose students to share out.</i></li> </ol>	<b>Reader's Workshop</b>				
	<p><b>Text-</b> Rita Moreno M6 T280-281</p>  <p><b>Making connections:</b> <i>How do you make sure you understand what you are reading?</i></p> <p><b>Read aloud: Teaching Pal:</b> -Introduce genre and text- Informational Text/Biography *** Use multimedia to show who Rita Moreno is and her work. -Students will make predictions. -Set a purpose for reading aligned to the skill: Visualizing</p> <p><b>Structured Conversations:</b> <i>How does visualizing Rita help you understand why she disliked thoe roles?</i></p>	<p><b>Text-</b> Rita Moreno M6 T292-293</p> <p><b>Making connections:</b> <i>How would you describe Rita Moreno? Why?</i></p> <p><b>Reread aloud: Teaching Pal</b> -Set a purpose for reading aligned to the skill: Identify Literary Elements</p> <p><b>Structured Conversations:</b> <i>What can you infer from the final quotation in paragraph 6?</i></p> <p><b>Response:</b> Students will work in groups to discuss the question orally and in writing: <i>What situations encouraged Rita to persevere?</i></p> <p><b>CFU:</b> Students will complete the selection quiz</p>	<p><b>Text-</b> Play, Louis, Play! M6 T300-301</p>  <p><b>Making connections:</b> <i>When listening to music, what do you visualize or imagine?</i></p> <p><b>Read aloud: Teaching Pal</b> -Introduce genre and text- Biographical Fiction *** Use multimedia to show who Louis Armstrong is and his work. -Students will make predictions. -Set a purpose for reading aligned to the skill: Visualizing</p> <p><b>Structured Conversations:</b> <i>Reread paragraph 9 and ask: "What do you see as you visualize this scene?"</i></p>	<p><b>Text-</b> Play, Louis, Play! M6 T310-311</p> <p><b>Making connections:</b> <i>How do you know who is narrating a story?</i></p> <p><b>Reread aloud: Use Teaching Pal/Compañero de enseñanza:</b> -Set a purpose for reading aligned to the skill: Identify Point of View</p> <p><b>Structured Conversations:</b> <i>Who is telling the story of Louis Armstrong? From what point of view is the story told? How do you know?</i></p> <p><b>Response:</b> Students will work in groups to discuss the question orally and in writing: <i>Why is it important that the story is told in first person?</i></p> <p><b>CFU:</b> Students will complete Know it Show it and review the literary elements.</p>	<p><b>Text-</b> Play, Louis, Play! M6 T318-319</p> <p><b>Making connections:</b> <i>¿Qué imagen se usa para representar a Louis? ¿Por qué es una buena/mala imagen?</i></p> <p><b>Reread aloud: Use Teaching Pal/Compañero de enseñanza:</b> -Set a purpose for reading aligned to the skill: Author's Craft</p> <p><b>Making connections:</b> <i>¿Cómo describirían la voz del narrador? ¿Qué quiere expresar la autora cuando dice que: "El jazz brotaba de su alma como un río"?</i></p> <p><b>Review:</b> Whole class review of all skills taught this week through an interactive activity/ game/ competition.</p> <p><b>Skills:</b> -Visualizing -Literary Elements -Point of View -Author's Craft</p>

**Response:** Students will synthesize ideas from the text orally and in writing.  
*What words would you use to describe the tone of the writing in paragraph 20?*

**CFU:** Students will talk, write, and find details from the text and visuals as evidence to explain their responses.

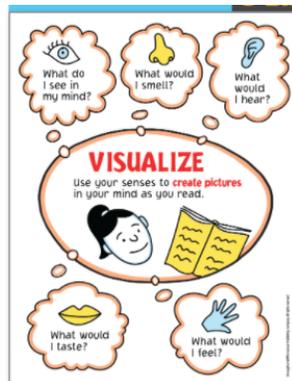
**Response/CFU:** Students will work in groups to discuss the question orally and in writing:  
*What do you visualize when you hear “music flying freely”?*

**Response/ CFU:** Students will complete the module assessment of the skills with a new piece of text/fresh read

**Mini-Lesson**

**Visualizing T280-281**

Tell students that as they read biographies, they should try to create pictures in their minds with the vivid, specific details to understand details about the person and important events in his or her life.



**Literary Elements/ Character Traits T292-293**

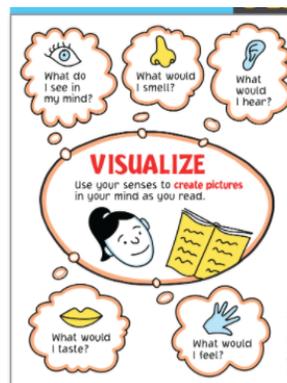
Review that the person a biography is about is called its *subject* and receives the same kind of focus a main character in a story would.



Authors bring these subjects to life describing: traits, appearance,

**Visualizing T300-301**

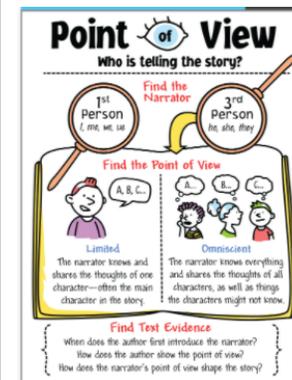
Remind students that when readers visualize, they use information from sensory details in the text that will help them form mental images as they read.



Read a short paragraph from a description and ask

**Point of View T310-311**

Review first-person and third-person point of view:



Have sample text available for students to identify point of view in small groups and share the example with the class:  
**A first-person narrator is part of the story—often the main character**

**Author's Craft T318-319**

Focus on **voice**: An author's voice is unique to him or her and can convey meaning to readers. Word choice and style help to create an author's voice. The use of figurative language is used to convey voice.

Technique	What is it?	Example
<b>Voice</b>	the author's writing style that makes his or her writing unique	An author's voice may change depending on the genre of the text.
<b>Mood</b>	the emotions and feelings of the reader while reading a text	mystery + suspense or surprise fantasy + wonder or excitement article + serious or thoughtful
<b>Anecdote</b>	a short, funny, or interesting story related to a character or events	While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.
<b>Language</b>	vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting	Each hermit of the tundra popcorn crunched loudly in Selma's mouth.
<b>Hyperbole</b>	exaggerations that make things sound bigger, better, or more than what they truly are	That's the best idea I have ever heard in my life!

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	<p>Use a short paragraph describing a familiar celebrity to the students and ask: what picture did you create in your mind? How does it make you feel?</p>	<p>providing quotes or specific experiences, and describing their emotions.</p> <p>You can use any biography you might have available from social studies text to briefly illustrate these ideas.</p>	<p>students to illustrate the most vivid image they hear. Ask them to share their selection and explain why they chose it.</p>	<p>A <b>third-person</b> narrator is a supporting character or someone outside of the story.</p>	<p>Share with students several phrases/sentences using figurative language and challenge students to explain them:</p> <p>--What kind of language does the author use? -- Is the narrator's voice serious or not serious? -- How can you tell?</p>
<p><b>Weekly Measuring Up Lesson:</b> Use the Measuring Up passage to review key standards using best practices and the <a href="#">Foundational Strategies Success Criteria</a></p>			<p><b>Measuring Up Level E Lesson 21</b></p>		
<p><b>Writer's Workshop</b></p> <p><b>Writing Prompt:</b> Read the following sentence: <i>Only you can tell your story.</i> Think about a memory from your life. Maybe it's a funny family story or something important that you think about often. It may have been a time when you learned a lesson or overcame a challenge. Write a personal narrative that tells the story of what happened. Include vivid details and make sure your narrative has a beginning, middle, and end.</p> <p><a href="#">Teacher Rubric</a></p>	<p><b>Writer's Workshop - Personal Narrative</b></p>				
<p><b>Writing Prompt:</b> Read the following sentence: <i>Only you can tell your story.</i> Think about a memory from your life. Maybe it's a funny family story or something important that you think about often. It may have been a time when you learned a lesson or overcame a challenge. Write a personal narrative that tells the story of what happened. Include vivid details and make sure your narrative has a beginning, middle, and end.</p>					
<p><b>Writing Process: W91 Plot Structure</b></p> <p><b>Explain:</b> Remind students that a personal narrative includes a plot: the conflict, events, and resolution that make up a story. Refer to the mentor text to review the narrative structure.</p>	<p><b>Writing Process: W92 Completing the Draft</b></p> <p><b>Explain:</b> Reread the ending of the mentor text and discuss ideas for conclusions such as: an emotion, an action, a dialogue.</p> <p><small>Once we were "all aboard" our camels, we began our ride up and down the steep sand dunes. I soon understood why camels are called "ships of the desert." When they walk, they rock and roll like a boat on a stormy sea. Was I going to get stuck in the middle of the desert? Forget that! I was having the time of my life—dreaming that I was part of an ancient camel train carrying exotic spices across the sands to distant lands.</small></p> <p><small>Too soon, the ride was over, but not really. I will never forget the magical experience of being a passenger on a ship of the desert.</small></p> <p><b>Model: Model:</b> Show students how to end your own narrative with an</p>	<p><b>Writing Process: W93 Elaboration- Figurative Language</b></p> <p><b>Explain:</b> Explain that elaboration is adding details and it can also be figurative language, or words that don't mean exactly what they say.</p>	<p><b>Writing Process: W94 Group Conferences</b></p> <p><b>Explain:</b> Divide students in small groups and set expectations for group conferences.</p> <p><small>1. Students form groups of four or five. 2. Writers read their whole personal narrative while listeners listen. 3. Writers read the narrative a second time while listeners jot down words, phrases, images, or anything that sticks in their minds. 4. After the second reading, listeners point out what they liked as writers jot down notes. 5. No negative comments are allowed. It is students' responsibility to focus on and share only what they liked and found memorable.</small></p> <p><b>Model:</b> Use a think aloud to process how to share your writing with a student and how to follow the suggested steps.</p>	<p><b>Writing Process: W95 Revising</b></p> <p><b>Explain:</b> Tell students that using feedback from the peer conferences is the next step in the process.</p> <p><small>Before: I could smell the boxes I placed in the living room. After: I could smell the musty cardboard boxes consuming every inch of available floor space as they patiently waited to be packed, sealed, and shipped.</small></p> <p><b>Model:</b> Use a model sentence to show how to use feedback to improve it. Then, share your thinking process as you use feedback received from the group.</p>	

YAG

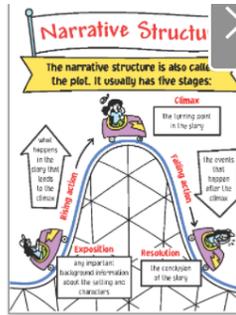
Vertical Alignment

ELPS

Assessment Calendar

Feedback

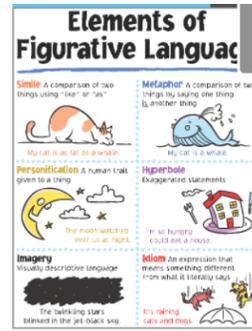
Student Friendly Rubric



**Structured Conversations**  
*How did the story begin?*  
*What happens in the story that leads to the climax?*  
*What is the event that provides the resolution?*

Use these questions to continue to work on your draft as a class and ask students to continue working on their drafts using these questions.

example of each suggestion and choose one with the class.



**Model:** Use a think aloud to process how to decide where and how to elaborate in your own writing to add figurative language. Choose one place to add an example with the class.

**Elaboration**  
To elaborate means to add details, verify, develop, or expand.

Example Sentence / or use apple.	
Type of Elaboration	Example
Explains	An apple is a healthy snack.
Give an example	a dark apple.
Describe	round and flat shiny smooth of my red and yellow skin tasty taste

**Independent Writing**

Students will work on their drafts following the narrative structure. Circulate, monitor, and prompt students while they write.

Students will discuss ideas about their conclusions in small groups and work on their narrative's conclusion individually.

Students will discuss ideas about their conclusions in small groups and work on their narrative's conclusion individually.

Students will hold group conferences to share their writing with peers. Circulate, monitor, and prompt students while they write.

Students will revise their writing using feedback received during group conferences.

**DV** 2021-2022 Grade 5 English Language Arts and Reading Unit 02 Week 08

Unit Title: Investigations

December 13- December 17, 2021

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

	Students will share their ideas.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will share their ideas.	Circulate, monitor, and prompt students while they write. Students will share their writing.
Patterns of Power	<b>Grammar</b>				
	<b>Patterns of Power Resource-Chapter 15.5-Give Me Details on Where, When, and Why It Happened: Relative Adverbs</b>				
<p style="text-align: center;"><b>Research</b></p> <p><b>Class Project:</b> Achieving Equity in the World</p>	<p><b>Week 8-9:</b> Students will practice their oral presentations and present their plan to the class with the materials created. The class will vote for the best idea. The winner could receive the Award for Seeking Equity in the World. After all students present their ideas, they will vote to select the best in the class and students can publish their ideas in social media with adult assistance to create awareness.</p> <ul style="list-style-type: none"> <li>● Allow students to continue to work in collaborative groups as needed based on their topics to facilitate conversation and writing.</li> <li>● Students will practice presenting their projects orally using their writing and products created.</li> <li>● Revisit behaviors of a presenter and listener with the students using resources such as HMH anchor charts.</li> <li>● Students will present their work in front of the class and/or submit a video with their presentation in Spanish and English.</li> <li>● Provide support and feedback to students and encourage peer praise using sentence stems.</li> </ul>				
Literacy Stations	<b>Word Study &amp; Grammar</b>	<b>Comprehension Skill</b>	<b>Writing</b>	<b>Independent Reading Choices w/ Accountability</b>	<b>Integrated Science &amp; Social Studies</b>
	See Literacy Station Ideas in the HMH TE				