**Grade 5 Integrated ENL/ELA**

**My Perspectives Unit 1 Title: Journey**

**IB Transdisciplinary Theme Alignment: Who We Are**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Informational Text  “The Path to Paper  Son” and “Louie Share  Kim, Paper Son”  Analyze main ideas and details in informational texts through text evidence | What motivates people to leave a place they call home? | **Risktaker**  Direct students’ attention to the infographic on pp. 14–15 in the Student Interactive. Explain that an infographic combines words and pictures to provide information. An infographic time line can tell a story by connecting dates with historic events that affected people in personal ways. Arrange students ingroups and make sure that each group member has an assigned role, such as notetaker or timekeeper, to carry out. ([TE p. T18-T19](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/41)) | **Tier 1:**  colony, claim, settlers  **Tier 2:**  citizens, immigration, opportunity, processing, admitted  **Tier 3:**  insight, wandered, passage, adventure, curious |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4c:Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)  **W:** 5W1a:  Introduce a precise claim and organize the reasons and evidence logically. | **L**: Active Listening for Elements of Informational Text ([TE p. T20](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/42)) ([TE p. T22](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/44))  **S**: Discussion ([TE p. T52](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/74)) and Comprehension Check ([TE p. T48](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/66))  **R**: Analyze Main Ideas and Details ([TE p. T50](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/72)) and Use Text Evidence ([TE p. T58](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/80))  **W**: Introduce and Immersion: Analyze a Personal Narrative  GUIDE PRACTICE Encourage student volunteers to retell important facts and ideas. Guide volunteers to identify the narrator. Ask: What are some of the things that happened to (narrator’s name)? Does the narrator share a thought or idea?  ON THEIR OWN Use the Story Comparison routine and Graphic Organizer on pp. 76-77 to help students identify elements in the  narratives. ([TE p. T330-346](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/36)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  Reread “Call me Joe” on p. T20. Clarify the meaning  of immigrate. Students identify the main facts about Song Jin and the experiences he had related to his move. Guide them with questions: Where was Song Jin born? When did he move to the United States? Who shared experiences with Son Jin? What did Son Jin learn? What happened when he started school? Provide sentence frames: Song Jin was born in \_\_\_\_\_. He moved to the United States  when he was \_\_\_\_\_. \_\_\_\_\_ shared experiences with Song Jin. He learned to \_\_\_ and \_\_\_\_. When he started school, he was \_\_\_\_\_. Use the Time Line Graphic Organizer on p. 90 to help students sequence the important facts in Song Jin’s story. \* Use the Clarifying Information routine on p. 169 to have students analyze the information about “paper son.” After students read “The Path to Paper Son” and “Louie Share Kim, Paper Son,” have them work in pairs to complete the Clarifying Information sentence frames on p. 170. | **Text**:  [“The Path to Paper](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  [Son” and “Louie Share](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  [Kim, Paper Son”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/50))  **Videos**: [Analyze Main Ideas and Details](https://www.savvasrealize.com/content/viewer/standalone/loader/view/d5c16085-8a34-3e9a-a314-a12eb0f887b1/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Use Text Evidence](https://www.savvasrealize.com/content/viewer/standalone/loader/view/98e6efd8-423f-3745-a1f3-5906c1803bca/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  Setting and Events Graphic Organizer ([Student Interactive p. 36](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69))  TE:([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Clarifying Information routine on p. 169  Story Comparison routine and Graphic Organizer on pp. 76-77 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  from Life on Earth—  and Beyond  Analyze text features in  an informational text to  make inferences | What can scientists discover by traveling to distant places? | **Inquirer**  Direct students’ attention to the infographic on pp. 46–47in the Student Interactive. Explain that an infographic combines words and pictures to provide information. Have students read the infographic and discuss the very different places scientists will go to find evidence of life. ([TE p. T76-T77](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/99)) | **Tier 1:**  travel, desert, driest  **Tier 2:**  astrobiologists, microbes, colony, sensors, radiation, rovers  **Tier 3:**  insight, wandered, passage, adventure, curious |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5c:Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)  **W:** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | **L:** Activelylistening for elements of informational text ([TE p. 78-79](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/100)) ([TE p.T80-81](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/102))  **S:** Discussion ([TE p. T116-T117](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/138)) and Comprehension Check ([TE p. T108-T109](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/130))  **R:** Analyze Text Features ([TE p. 114-115](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/136)) and Make Inference ([TE p. 122-123](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/144))  **W**: Develop Elements: Personal Narratives  GUIDE PRACTICE Encourage volunteers to share facts and details about one narrative. Elicit how these elements helped them understand what happened to the author and how he or she felt.  ON THEIR OWN Use Establish a Situation on p. 202 to help students  think of an experience and the people they shared it with. ([TE p. T354-370](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/94)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Searching for Life Under the Sea” on p. T86. Have students identify the technical words, facts, figures, and other text features that give information about the different places to which scientists travel to find evidence of life. Ask: Where have scientists traveled to find signs of life? What important discovery was  made in 1977? Provide sentence frames: Scientists have traveled to \_\_\_\_ and \_\_\_\_. In 1977 scientists discovered \_\_\_\_.  Use the Main Idea and Details Graphic Organizer  on p. 81 to help students analyze the text structure. Help students restate the main idea and identify details that support the main idea.  \* Use the Ask and Answer Questions routine on p. 68  to help students generate and answer questions about the scientists. Have students work with partners to ask additional questions using When and How. | **Text**:  [from Life on Earth—](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  [and Beyond](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T86-T87](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/108))  **Videos**: [Analyze Text Features](https://www.savvasrealize.com/content/viewer/standalone/loader/view/38146076-23a6-313f-b99a-b55e225c6591/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Make Inference](https://www.savvasrealize.com/content/viewer/standalone/loader/view/12ff5a2d-8d7a-37f2-ad70-06d73723ccff/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  Setting and Events Graphic Organizer ([Student Interactive p. 36](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69))  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Main Idea and Details Graphic Organizer  on p. 81  Ask and Answer Questions routine on p. 68 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Historical Fiction  from Pedro’s Journal  Understand point of view  in historical fiction by  using text evidence | What can people learn  from visiting unknown  lands? | **Knowledgeable**  Direct students’ attention to pp. 84–85. Have students read the text, view the images, and discuss how a place, including outer space, affects how humans live. Then have students view the video and share how it relates to the other media. ([TE p. 140-T141](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/163)) | **Tier 1:**  trade, route, voyage  **Tier 2:**  tide, course, leagues, fathoms, jaunts  **Tier 3:**  insight, wandered, passage, adventure, curious |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5a: Interpret figurative language, including similes and metaphors, in context.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)  **W:** 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | **L:** Actively listen for elements of historical fiction ([TE p. 142](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/164)) ([TE p. T144](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/166))  **S:** Discussion ([TE p. T182](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/20)) and Comprehension Check ([TE p. T174](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/196))  **R:** Understand Point of View ([TE p. 180](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/202)) and Use Text Evidence ([TE p. 188](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/210))  **W**: Develop Structure: Develop a Sequence of Events  GUIDE PRACTICE GUIDE PRACTICE Encourage student volunteers to talk about the sequence of events in one of the selections. Use the Transitional Words and Phrases routine on p. 204 to help students record the  events in order.  ON THEIR OWN Provide the following sentence frames: First \_\_\_\_. Then  \_\_\_\_\_. Next \_\_\_\_\_. Last \_\_\_\_\_. Have students work in pairs to complete  the sentences with events they plan to include in their narratives. ([TE p. T378-394](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/158)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Rosa’s Journey” on p. T142. Help students determine point of view. Ask: Is this story told using  the words I or me? Is the author using he or she to describe the characters? What point of view does the author use? The author uses \_\_\_\_ and \_\_\_\_. The author uses the \_\_\_\_ point of view. Use the Story Map Graphic Organizer on p. 73 to help students name the characters and discuss the setting and plot.  \* Use the Draw Conclusions Graphic Organizer on p. 92 to help draw conclusions about the challenges Pedro and the crew faced as they sailed to the Americas. Have students pair up to search for clues to support their conclusions. Ask them to share their conclusions.  \* Use the Prepare for Discussions routine on p. 98 to provide a frame for a conversation. Students work in small groups. discuss how the first-person point of view in Pedro’s Journal helped them understand what the character felt. After the conversation, distribute copies of the Prepare for Discussions checklist on p. 99. | **Text:**  [from Pedro’s Journal](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T150-T51](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/172))  **Videos:**  [Understand Point of View](https://www.savvasrealize.com/content/viewer/standalone/loader/view/09322180-0e71-342b-9315-3213669ca52c/31/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Use Text Evidence](https://www.savvasrealize.com/content/viewer/standalone/loader/view/1b8f53d6-730d-3cb0-997c-30d25254347f/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers:**  TE: ([[Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https://www.savvasrealize.com/dashboard/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68)  Story Map Graphic Organizer on p. 73  Draw Conclusions Graphic Organizer on p. 92  Prepare for Discussions routine on p. 98  Prepare for Discussions checklist on p. 99. |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Poetry  Poetry Collection  Use sound devices and  figurative language in poetry to create mental images | What inspires people to  start a journey? | **Communicator** Direct students’ attention to the infographic on pp. 124–125 in the Student Interactive. Explain that in poetry the use of sound devices, such as rhyme and rhythm, and figurative language, such as similes and metaphors, expresses ideas and emotions differently than other genres do. Have students read the infographic and discuss the elements of poetry. ([TE p. T206-207](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/229)) | **Tier 1:**  poetry, rhyme  **Tier 2:**  peering, via, traversed, girth, intersecting  **Tier 3:**  insight, wandered, passage, adventure, curious |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 5SL1a:Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)  **W:** 5W2f: Establish a style aligned to a subject area or task. | **L:** Listen for elements of poetry ([TE p. T208](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/230)) ([TE p. T210](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/232))  **S:** Discussion ([TE p. T238](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/260)) and Comprehension Check ([TE p. T230](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/252))  **R:** Explain Sound/ Devices/ Figurative Language ([TE p. 236](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/258)) and Visualize ([TE p. 244](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/258))  **W**: Writer’s Craft: Adjectives  GUIDE PRACTICE Model using adjectives to describe something you see. Say: I see a dark blue sky. Have students add or change words that describe. I see a \_\_\_ dark blue sky. I see a \_\_\_ blue sky. I see a dark \_\_\_ sky. Use the Adjectives activity on p. 137 to help students use descriptive words.  ON THEIR OWN Have students write a list of people, things, and/or  animals they want to include in their narratives. Then have them use a  dictionary to look for adjectives they can use. ([TE p. T402-418](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/224)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Help students talk about the feelings, experiences,  and ideas in one of the poems. Ask: What is this poem about? What  words describe feelings or experiences? Does the poet use expressions that compare? Are these expressions similes or metaphors? Have students work with partners to talk about one of the poems. Use the Classroom Academic Talk sentence frames for Visualizing on p. 174 to help students state their ideas.  \* Use the Venn Diagram routine on p. 70 to model  how to compare two poems. Guide students to label each circle with  the name of the poem. Then have them brainstorm similar elements for the middle of the diagram and different elements for each circle. Have partners use a Venn diagram and the following sentence frames to tell how the poems are the same or different: \_\_\_  and \_\_\_ have similar \_\_\_\_. Both poems \_\_\_\_. One poem \_\_\_\_, but the  other \_\_\_\_. The poems are different because \_\_\_\_. | **Text**:  [Poetry Collection](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T216-T217](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/238))  **Videos**:  [The Characteristics of Poetry](https://www.savvasrealize.com/content/viewer/standalone/loader/view/5aa2b162-2d27-313b-ac7d-f4a64d39d069/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Visualize](https://www.savvasrealize.com/content/viewer/standalone/loader/view/27dff702-0197-33ae-a2fc-c139440b176d/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([[Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68))  Classroom Academic Talk sentence frames for Visualizing on p. 174  Venn Diagram routine on p. 70 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  Picturesque Journeys  Analyze text structure  to confirm or correct  predictions in an  informational text | How can new places change the way a person sees the world? | **Open Minded**  Direct students’ attention to the series of images on pp. 154–155 in the Student Interactive. Explain that these historic illustrations depict a variety of locations and transportation methods. Have students read the text, study the images, and discuss how travel affects people in different ways, including shaping their point of view. ([TE p. T262-T263](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/285)) | **Tier 1**:  journey, location, point of view  **Tier 2**:  inspired, express, exhibit, imitated, compositions  **Tier 3**:  insight, wandered, passage, adventure, curious |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L**: Listen actively for elements of informational text. (TE p. [T264](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/286)) ([TE p. T264](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/288))  **S**: Discussion ([TE p. T300](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/322)) and Comprehension Check ([TE p. T292](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/314))  **R**: Analyze Text Structure ([TE p. 298](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/320)) and Confirm or Correct Predictions ([TE p. T306](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/328))  **W**: Publish: Subject-Verb Agreement  GUIDE PRACTICE Tell students that a singular subject must have a  singular verb. Repeat for plural subject. Add: A compound subject must have a verb that agrees with the compound subject. Is a compound subject singular or plural? What type of verb agrees with a compound subject?  ON THEIR OWN Ask students to review their narratives with partners. Ask them to circle the subjects and verbs and discuss whether they agree. ([TE p. T426-442](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/450)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Life in Black and White” on p. T264. Help  students identify the details of Dorothea Lange’s life and experiences as a photographer. Use the KWLH Graphic Organizer on p. 79 to help students set a purpose for reading. Ask them questions for the W column: What is Dorothea famous for? What important event did her  work help us understand? What illness did she suffer from? What effect did this illness have on her work? Have students write the answers in the L column on the chart. Have students work with partners to complete the sentences: Dorothea is famous for \_\_\_\_\_. Her work helped us  understand\_\_\_\_\_. She suffered from \_\_\_\_\_. This illness \_\_\_\_\_.  \* Use the Express Opinions routine on p. 97 to model  expressing an opinion about one of the texts.  Have students use the Classroom Academic Talk sentence frames on p. 176 to support collaborative conversations about one of the texts. Monitor and guide as necessary. | **Text**:  [Picturesque Journeys](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T270-T271](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/294))  **Videos**:  [Analyze Text Structure](https://www.savvasrealize.com/content/viewer/standalone/loader/view/ffde7ad4-e1e4-334f-9dc5-1fa5e5b09283/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Confirm or Correct Predictions](https://www.savvasrealize.com/content/viewer/standalone/loader/view/05e91081-68b9-303a-adb2-943eb3c4d897/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  KWLH Graphic Organizer on p. 79  Cause and Effect  Routine and Graphic Organizer on pp. 83-84  Text Structure sentence frames for Cause and Effect on p. 177  Express Opinions routine on p. 97  Classroom Academic Talk  sentence frames on p. 176 |
| **Summative Assessments/Task** | | | |
| **Students Will:**  • research a country they want to visit.  **Compare Across Texts**  Define compare and discuss. Then read aloud these sentences, pausing before each underlined section to encourage students to supply the words. Both are related to taking a journey/trip across the ocean/sea. Both are written in first-person point of view. Pedro’s Journal is a type of historical fiction writing. Explore and Plan  Help students read the article. Have students orally complete sentence starters to review the content. The author’s claim is \_\_\_\_\_. The author’s reasons are \_\_\_\_\_. The author’s facts are \_\_\_\_\_. Have students remember to self-correct as they respond.  **The Works of Homer – Summative Assessment**  **(**[**Summative Assessment Manual pp. 86-88**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** | | | |
| **Transitioning and Expanding**  **Students Will:**  • write an argumentative travel brochure.  **Compare Across Texts**  Have partners reread parts of two texts of their choosing. Have students take turns naming similarities and differences between the texts. Provide a word bank: historical fiction, journey, ocean/sea, first-person point of view, third-person point of view, fiction, essay  **Explore and Plan**  Echo read the article with students. After each paragraph, help students identify words and phrases that reveal the author’s opinion about being outside.  **Remembering Lisbon – Summative Assessment**  **(**[**Summative Assessment Manual pp. 88-89**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** | | | |

**Grade 5 Integrated ENL/ELA**

**My Perspectives Unit 2 Title: Observations**

**IB Transdisciplinary Theme Alignment: Sharing the Planet**

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| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Informational Text  from Far from Shore  Evaluate details to help  explain author’s purpose  in an informational text | Why do scientists explore and study oceans? | **Balanced**  Direct students’ attention to the infographic on Student Interactive pp. 214-215.Explain that an infographic combines words and pictures to help readers make connections to information. Have students read the infographic and discuss how a scientist might learn about oceans through observation. ([TE p. T18-T19](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/593)) | **Tier 1:**  area, catch  **Tier 2:**  expert, focus, visible,  relate, detect  **Tier 3:**  marine, ecosystem, flying bridge, chlorophyll, nautical |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L**: Listen for elements of realistic fiction ([TE p. T20](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/594)) ([TE p. T22](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/596))  **S**: Discussion ([TE p. T58](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/632)) and Comprehension Check ([TE p. T50](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/624))  **R**: Explain Author’s Purpose ([TE p. T46](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/630)) and Evaluate Details ([TE p. T64](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/638))  **W**: Introduce and Immerse: Informational Article  GUIDE PRACTICE Hold up two informational articles from the stacks. Explain that they include facts and details that provide information about a topic. Identify some facts and details from one article. Have students tell what the article is about. Use Plan and Introduce a Topic on p. 192 to help students identify a topic for their writing.  ON THEIR OWN Use the Web routine on p. 71 to help students record  their topic and facts and details. ([TE p. T338-355](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/588)) | TE: [[Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Read aloud “Jellyfish: Valuable Slime” on p. T20.  Have students listen to identify the main facts and details in the text. Guide students with questions: What did scientists think for many years about jellyfish? What do they think about jellyfish now? What are  some characteristics of a jellyfish? Provide sentence frames: Scientists thought that jellyfish had little \_\_\_\_. Now scientists think they are more important to \_\_\_\_. Jellyfish are not fish, they are \_\_\_\_, their bodies are \_\_\_\_ and they have \_\_\_\_\_ that sting. Use the Main Idea and Details routine and Graphic Organizer on pp. 80–81 to help students record and talk  about the main ideas and details in the text.  \* Point out the meaning of teamwork. Invite students  to find examples in one of the texts. Ask: How do scientists work together to study marine life? Place students in groups to talk about this topic. Review the list on p. 240 of the Student Interactive. Use some of the Classroom Academic Talk sentence frames on p. 176 to help groups talk about teamwork. | **Text**:  [from Far from Shore](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T28-T29)](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/602)  **Videos**: [Explain Author’s Purpose](https://www.savvasrealize.com/content/viewer/standalone/loader/view/525a8273-3c99-3c7a-9a5b-7d46c2de4c50/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Evaluate Details](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c8f655a0-25fc-3ff8-b5ab-356335382f0f/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Main Idea and Details routine and Graphic Organizer on pp. 80–81  Classroom Academic Talk  sentence frames on p. 176  Word Knowledge Strategy on p. 109 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  A Place for Frogs  Monitor comprehension  to better analyze text structure in an informational text | What can people do to protect species from a changing environment? | **Caring**  Direct students’ attention to the map on pp. 252–253 in the Student Interactive. Explain that a map can engage the reader and convey important information. Have students read the map and discuss the impact of human activity on environments as well as actions people are taking to protect species in trouble. ([TE p. T82-T83](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/657)) | **Tier 1:**  tadpole, plants  **Tier 2:**  expert, focus, visible,  relate, detect  **Tier 3:**  comeback, native, migrating, restore, fungus |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5:  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)  **W:** 5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. | **L:** Listen for elements of characteristics of informational text ([TE p. 84-85](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/658)) ([TE p.T86-87](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/660))  **S:** Discussion ([TE p. T122](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/696)) and Comprehension Check  ([TE p. T78](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/688))  **R:** Analyze Text Structure ([TE p. T120](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/694)) and Monitor Comprehension ([TE p. T128](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/702))  **W**: Develop Elements: Definitions and Quotations GUIDE PRACTICE Select informational texts from the stacks. Guide students to find examples of definitions and quotations. Ask: What does this word mean? What does (author/source) state about \_\_\_\_\_\_\_\_\_\_\_\_\_\_?  ON THEIR OWN Use Develop a Topic on p.194 to help students think  about the definitions and quotes for their informational article.  ([TE p. T362-378](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/652)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “The Manatees’ Future Is Looking Brighter”  on p. T84. Have students listen to identify the words, facts, figures, and other text features that give information about the manatees. Ask: Where do manatees live? What mammal is the manatee  related to? How long and heavy are they? Provide sentence frames: Manatees live in \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_. Manatees are related to the \_\_\_\_\_\_\_. They can be \_\_\_\_\_\_\_ long and weigh \_\_\_\_\_\_\_.  Have students identify words that signal cause-and-effect relationships in the text. Then have them use the Cause-and-Effect Graphic Organizer on p. 84 to record their findings.  \*Explain that verb tenses show times, sequence of  events, states, and conditions. Write: I listen. I am listening. I listened.  I have listened. Identify the principal part of listen in each example. Use the Principal Parts of Regular Verbs activity on p. 133 to help students identify principal parts of other regular verbs.  ON THEIR OWN Hand out a list of regular verbs. Ask students to pair  up and write four sentences that show their principal parts. | **Text**:  [A Place for Frogs](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2f614523-cbdd-3ce1-ad5e-239242c2bd43/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T92-T93](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/666))  **Videos**: [Analyze Text Structure](https://www.savvasrealize.com/content/viewer/standalone/loader/view/38146076-23a6-313f-b99a-b55e225c6591/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Cause and Effect Graphic Organizer on p. 84  Problem and Solution routine on p. 82  Classroom Academic Talk  sentence frames on p. 175  Principal Parts of Regular Verbs activity on p. 133 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Realistic Fiction  from Hatchet  Generate questions to  help analyze point of view  in realistic fiction | How can careful observation help a person survive? | **Thinker**  Direct students’ attention to the poem on pp. 290–291 in the Student Interactive .Note that it uses structures specific to the genre of poetry—it is presented in lines, for example, and the lines are in groups called stanzas. It also uses rhymes, like many poems do. Have partners take turns reading aloud stanzas of the poem and discuss what the poem is about. ([TE p. T146-T147](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/721)) | **Tier 1:**  smell, fire, head  **Tier 2:**  expert, focus, visible,  relate, detect  **Tier 3:**  gingerly, ignite, sputtered, painstaking, gratified |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5a: Interpret figurative language, including similes and metaphors, in context.  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)  **W:** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | **L:** Listen for elements of realistic fiction ([TE p. 148](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/722)) ([TE p. T150](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/724))  **S:** Discussion ([TE p. T187](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/760)) and Comprehension Check ([TE p. T178](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/753))  **R:** Analyze Point of View ([TE p. T192](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/758)) and Generate Questions ([TE p. 180](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/766))  **W**: Develop Structure: Conclusion  GUIDE PRACTICE Select informational articles from the stacks. Help students identify the main points in the articles. Then use the Retell or Summarize Graphic Organizer on p. 94 to model summarizing.  ON THEIR OWN Have partners list the articles’ main points. Use the  Write a Conclusion activity on p. 196 to help students write conclusions.  ([TE p. T386-402](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/716)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Ask students to use words from the story to describe  how Brian feels. Use the Sequence of Events routine on p. 87 to help students talk about the events. Have students complete the Sequence of Events Graphic Organizer on p. 88. Have them choose an event and tell how Brian feels and what he does.  \*Ask students to use words from the story to describe  how Brian feels. Use the Sequence of Events routine on p. 87 to help students talk about the events. Have students complete the Sequence of Events  Graphic Organizer on p. 88. Have them choose an event and tell how  Brian feels and what he does.  \*Use the Retell or Summarize routine on p. 93  to help students retell the story. Ask them to choose an event and underline words or phrases they could change. Provide sentence frames: At the beginning \_\_\_\_\_\_\_. Then \_\_\_\_\_\_\_. After that \_\_\_\_\_\_\_. Have student pairs replace the words and phrases they underlined with their own words. Monitor and provide help. | **Text:**  [from Hatchet](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T156-T157](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/730))  **Videos:**  [Analyze Point of View](https://www.savvasrealize.com/content/viewer/standalone/loader/view/b59adeb2-9eb7-33f9-862e-c79f94e62edd/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Generate Questions](https://www.savvasrealize.com/content/viewer/standalone/loader/view/fb9be6a7-2b3e-3e7a-9a14-b4a69d10a015/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers:**  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Sequence of Events Graphic Organizer on p. 87-88    Retell or Summarize routine on p. 93 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  “Tracking Monsters”  Confirm predictions  about informational text  and explain relationships  between ideas | What can we learn from studying animals in their  natural habitats? | **Principal** Direct students to read the primary sources on pp. 328–329 in the Student Interactive . Explain that Theodore Roosevelt was the President of the United States from 1901 to 1909 and that here students are reading his exact words .Have students read the quotations aloud and discuss what he means. ([TE p. T210-T211](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/785)) | **Tier 1:**  cracks, holes  **Tier 2:**  expert, focus, visible,  relate, detect  **Tier 3:**  transmitter, iconic, nocturnal, burrows, fragmented |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)  **W:** 5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. | **L:** Listen for elements of informational texts ([TE p. T212](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/786)) ([TE p. T214](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/788))  **S:** Discussion ([TE p. T246](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/820)) and Comprehension Check ([TE p. T238](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/812))  **R:** Explain Relationships Between Ideas ([TE p. 244](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/818)) and Confirm or Correct Predictions ([TE p. 252](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/826))  **W**: Writer’s Craft: Precise Language  GUIDE PRACTICE Encourage student volunteers to identify precise and domain-specific language. Ask: What precise words did the author use in (informational text name)? How about domain-specific words?  ON THEIR OWN Provide a list of specific and general words. Have students sort the words. Use the Multisyllabic Word strategy on p. 110 to help students talk about the domain-specific words. ([TE p. T410-426](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/780)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Armadillos of North America” on p. T212.  Reread headings as needed. Use the Monitor Understanding routine on p. 95 to help students identify the main idea and details. Have students work in pairs to create a four-column  chart and sort the facts according to the headings in the text.  \* Before reading, tell students that Gila monsters  are venomous lizards that have powerful jaws. Have students look at the text’s photos without reading the captions. Use the KWLH Chart with Graphic Organizer on pp. 78–79 Help students complete the W column with questions about the photos. After students read “Tracking Monsters,” have them work in pairs to complete the “L” and “H” columns. | **Text**:  [“Tracking Monsters”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/75313be6-7e81-3f89-ac7a-e92626e62dd0/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T220-T221](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/794))  **Videos**:  [Explain Relationships Between Ideas](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8aac39c6-dc02-34a9-b930-2773716bfa3e/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Monitor Understanding  routine on p. 95  KWLH Chart with Graphic Organizer on pp. 78–79  Classroom Academic Talk sentence frames on p. 176  Three-Column Chart routine on p. 69 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Argumentative Text  Let Wild Animals Be  Wild and Don’t Release  Animals Back to the Wild  Analyze and synthesize  information to compare  argumentative texts | What are some different  ways in which people can  observe and protect wildlife? | **Reflective**  Direct students’ attention to the video and infographic on pp. 362–363 in the Student Interactive . Explain that an infographic uses both text and images to provide information. Have students read the infographic and watch the video, which uses images and audio to present information digitally. Have partners orally summarize the information. Then discuss how efforts to protect wild life have led to the recovery of endangered animals. ([TE p. T270-T271](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/845)) | **Tier 1**:  also, or, always  **Tier 2**:  expert, focus, visible,  relate, detect  **Tier 3**:  sanctuaries, diminished, thrive, unfettered |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** ANCHOR STANDARD L2:  Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.  **R:** 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)  **W:** 5W2c: Use precise language and content-specific vocabulary to explain a topic. | **L**: Listen actively for elements of argumentative text. ([TE p. T272](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/846)) ([TE p. T274](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/848))  **S**: Discussion ([TE p. T308](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/882)) and Comprehension Check ([TE p. T300](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/874))  **R**: Analyze Argumentative Texts ([TE p. T308](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/880)) and Synthesize Information ([TE p. 314](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/888))  **W**: Publish: Capitalization  GUIDE PRACTICE Remind students that writers edit their articles to correct  errors. Writers check punctuation and capitalization. List capitalization rules for students. Have students look for words in the text that begin with a capital letter and explain.  ON THEIR OWN Have students copy the list from the board and use as  a checklist to review their writing with a partner. ([TE p. T434-450](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/840)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “You Are What You Eat” on p. T272. Identify the main facts, details, and evidence the author uses to discuss the pros and cons of GMOs. Explain that pro means “in favor of” and con means “against.” Ask: What are GMOs? How does the author show the pros and cons of GMOs? Point to the next-to-last paragraph. Guide students to identify the sentence that tells  the author’s argument. Ask: Is the author in favor or against GMOs? Use the Classroom Academic Talk sentence frames for Author’s Viewpoint on p. 175 to help students talk about the author’s argument.  \* Use the Venn Diagram routine on p. 70 to model how to compare claims. Label the circles: “Release  wildlife to the wild” and “Take wildlife to zoos and sanctuaries.” Have student pairs continue adding facts and details to the diagram. Then have them tell which claim they agree with. Have them use the Classroom Academic Talk sentence frames for Expressing Opinions and Acknowledging Ideas of Others on p. 176. | **Text**:  [Let Wild Animals Be](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  [Wild and Don’t Release](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  [Animals Back to the Wild](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T280-T281](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/854))  **Videos**:  [Analyze Argumentative Texts](https://www.savvasrealize.com/content/viewer/standalone/loader/view/b0e4f8ec-43ff-3caa-8ea7-cadd50ec47e0/31/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Synthesize Information  [Skills:](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a5fd3c2d-95ef-3ee4-a390-4fa562cf92bb/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Strategy:](https://www.savvasrealize.com/content/viewer/standalone/loader/view/751dfbaa-5a74-3a64-9c0c-20a3e790a459/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Classroom Academic Talk sentence frames for Author’s Viewpoint on p. 175  Venn Diagram routine on p. 70  Sentence frames on p. 396 of the Student Interactive  Classroom Academic Talk Sentence Frames on p.176 |

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| --- |
| **Summative Assessments/Task** |
| |  | | --- | | **Entering and Emerging**  **Students Will:**  • research a national park or wilderness area.  **Compare Across Texts**  Have students confirm understanding of similar, observations, and researcher. Work with them to identify synonyms for the words and explain they can use those words in their responses too. Provide sentence starters for discussion: The researchers are \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_. Explore and Plan  Help small groups read the article. Work with the groups to identify the author’s central idea. Encourage them to verbally explain their responses using sentence starters: The author’s central idea is \_\_\_\_\_. Have students share information from the article that supports the central idea: \_\_\_\_\_\_ is a supporting detail because \_\_\_\_\_\_\_.  **What’s Up With Constellations – Summative Assessment**  **(**[**Summative Assessment Manual pp. 98-99**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** | | **Transitioning and Expanding**  **Students Will:**  • write an informational survival guide.  **Compare Across Texts**  Have pairs use a Venn diagram to discuss and compare two texts from the unit, using the questions in the Compare Across Texts box as a guide. If needed, provide a word bank of related words: both, same, similar, watch, observe, animals, life forms, nature.  **Explore and Plan**  Have partners read the article. Have them identify the central idea, facts, and details. Then have them write their answers to the questions on p. 402. Have students share the information they find and discuss with another set of partners.  **Collecting Rainwater – Summative Assessment**  **(**[**Summative Assessment Manual pp. 100-102**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** | |

**Grade 4 Integrated ENL/ELA**

**My Perspectives Unit 3 Title: Reflections**

**IB Transdisciplinary Theme Alignment: How We Express Ourselves**

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| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Realistic Fiction  from Love, Amalia  Analyze characters in  realistic fiction to make  connections | What can we learn from the experiences of older generations? | **Caring**  Direct students’ attention to the poem on pp. 16–17 in the Student Interactive. Explain that when you read a poem, making personal connections to the poem can help with understanding. Have students read the poem and discuss what the student in the poem, and the reader, can learn from the bus driver. ([TE p.T18-19](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1153)) | **Tier 1:**  cookies, living room  **Tier 2:**  demonstrate, perspective, recall, appeal, confide  **Tier 3:**  enthusiasm, shattered, reassuring, encompass, inseparable |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  **S:** 5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **R:** 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL))  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L**: Active Listening for Elements of realistic fiction ([TE p. T20](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1154)) ([TE p. T22](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1156))  **S**: Discussion ([TE p. T56](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1190)) and Comprehension Check ([TE p. T48](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1182))  **R**: Analyze Characters ([TE p. T54](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1188)) and Make Connections ([TE p. T62](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1196))  **W**: Introduce and Immersion: Reasons and Information  GUIDE PRACTICE Reread aloud an opinion essay from the stack. Ask: How does the writer use examples or reasons to support his or her opinion? Is the information effective? Why does the writer choose this information? The author’s language shows what he or she cares about.  ON THEIR OWN Use Opinion Writing with Graphic Organizer on  pp. 188–189 to help students draft opinions for their essays. ([TE p. T336-342](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1462)) | TE: [[Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Read aloud “Advice from Mr. Chan” on p. T20. Guide students to identify literary elements and realistic details in the story. Ask: What does Mr. Chan think about Jack’s work? What did Mr. Chan tell Jack he enjoyed doing when he was young? Do Jack’s worries seem realistic? Does the setting seem real? Use the Ask and Answer Questions routine on p. 68 to help students analyze the characters and details of the story. \* Help students look for words the author uses to  describe the characters. Point out that dialogue gives clues about the  characters. For example: “I like writing my cards slowly… That way I  can really think about what I will write on each one.” Ask: What does this tell about Abuelita? I think Abuelita is \_\_\_\_\_\_. After students read, have partners use the Story Map Graphic Organizer on p. 73 to record character descriptions. | **Text**:  [from Love, Amalia](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7f973b77-f76c-3092-b59d-eb411d77a4c8/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2F7f973b77-f76c-3092-b59d-eb411d77a4c8%2F62)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1162))  **Videos**: [Analyze Characters](https://www.savvasrealize.com/content/viewer/standalone/loader/view/b6e71379-1b7d-3f68-8f94-d98a6ba40239/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Ask and Answer Questions routine on p. 68  Story Map Graphic Organizer on p. 73  Classroom Academic Talk sentence frames on p. 174 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Realistic Fiction  “A Pet for Calvin”  Analyze plot elements to  help summarize events in  realistic fiction | What are some different ways in which people can reach a goal? | **Inquirer**  Direct students’ attention to the infographic on pp. 52–53 in the Student Interactive . Explain that an infographic combines words and pictures to provide information. Have students read the infographic and discuss what it tells them about pets in the United States. ([TE p. T80-81](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1215)) | **Tier 1:**  pet, dirt, worm  **Tier 2:**  demonstrate, perspective, recall, appeal, confide  **Tier 3:**  tolerate, loamy, wriggled, quarters, tingled |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)  **W:** 5W1a: Introduce a precise claim and organize the reasons and evidence logically. | **L**: Active Listening for plot elements of realistic fiction ([TE p. T82](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1216)) ([TE p. T84](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1218))  **S**: Discussion ([TE p. T116](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1250)) and Comprehension Check ([TE p. T108](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1242))  **R**: Analyze Plot Elements ([TE p. 114](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/12)) and Summarize ([TE p. T122](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1256))  **W**: Prepare to Write: Facts and Details  GUIDE PRACTICE Prompt students to review p. 83 of the Student Interactive. Read aloud a selection from the stack. Pause while reading the first couple of paragraphs to point out every fact, detail, opinion, or personal preference. Ask: Can you identify the type of information? How  does it support the author’s opinion? How convincing is the author? Have students use the Main Idea and Details with Graphic Organizer routine on pp. 80–81 to help students think about how they can effectively use facts and details in their writing. ([TE p. T350-366](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1210)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Have students review the Plot Anchor Chart on p. 55 of the Student Interactive. Then, read aloud “Snowball” on p. T82 pausing to point out the different elements of the plot. Ask students to talk about plot: The introduction tells \_\_\_\_\_\_. The climax  of “Snowball” happens when \_\_\_\_\_\_. The resolution is\_\_\_\_\_\_. Direct student pairs to use the Retell or Summarize  Graphic Organizer on p. 94 to retell a familiar story and identify the  five main parts of the plot.  \* Ask students to look for the sentences that tell  the story’s problem or conflict. Encourage them to describe Calvin’s conflict and his actions to resolve it. Prompt students to use the  Problem and Solution routine on p. 82 to aid in their discussion. After students read “A Pet for Calvin,” have them pair  up to discuss the climax of the story. Ask: How did Calvin solve the problem? Do you think there is another solution? | **Text**:  [“A Pet for Calvin”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/dd226dfc-edcd-3a4d-bcdc-748e91b5bccf/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T90-T91](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1224))  **Videos**: [Analyze Plot Elements](https://www.savvasrealize.com/content/viewer/standalone/loader/view/12913496-2953-3fb5-be6e-fccc541d3e73/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Retell or Summarize  Graphic Organizer on p. 94  Problem and Solution routine on p. 82  Academic Talk sentence frames for Making Connections on p. 174  Main Idea and Details with Graphic Organizer routine on pp. 80–81 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Legend | Drama  The Carp and The  Hermit Thrush  Explain literary structures  in a legend and a drama and synthesize information across texts | How are the experiences of people in ancient times similar to those of people in the modern world? | **Knowledgeable**  Direct students’ attention to the images on pp. 86–87 in the Student Interactive Explain that the images show different kinds of art, including painting and sculpture. Have students read the text and study the images. Guide them to discuss how ancient art is similar to the art of today, and ways that art can reflect experiences of the past as well as related to their own experiences and ideas of the present. ([TE p. T140-141](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1275)) | **Tier 1:**  brush, saxophone  **Tier 2:**  demonstrate, perspective, recall, appeal, confide  **Tier 3:**  quell, tactics, persevere, conscientious |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L:** Listen for the literary structure of a drama ([TE p. 142](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1276)) ([TE p. T144](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1278))  **S:** Discussion ([TE p. T182](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1316)) and Comprehension Check ([TE p. T174](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1308))  **R:** Explain Literary Structure ([TE p. 180](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1314)) and Synthesize Information ([TE p. 188](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1322))  **W**: Develop Structure: Reasons and Supporting Information  GUIDE PRACTICE Select an opinion essay from the stacks. Help students identify the argument. Ask: Is the writer trying to convince us to do something or agree with something? Write and label the topic sentence on the board. Use Support an Opinion on p. 184 to help  students find details that support the idea.  ON THEIR OWN Have students work with partners to think of a topic sentence and details for their essay. Use the Main Idea and Details Graphic Organizer on p. 81 to help students record them. ([TE p. T374-374](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1510)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Have students read the characteristics of drama  and legend in the Anchor Chart on p. 89 of the Student Interactive.  Examine the Venn diagram as a class and help students understand  the similarities and differences between the two. Have students complete the Story Comparison Graphic Organizer on p. 77 to compare drama and legend.  \* Use the Story Map routine on p. 72 to set a purpose  for reading. Help students identify the characters and the setting on p. 92 of the Student Interactive. Ask: What happens at the beginning? At the beginning, Rosetsu wants to \_\_\_\_\_\_ with \_\_\_\_\_\_.  ON THEIR OWN After students read The Carp, have them work in pairs  to complete the Story Map Graphic Organizer on p. 73. Then ask them to tell what happened at the beginning, middle, and end.  \* Use the Retell or Summarize routine on p. 93 to help students retell important events from The Carp and The Hermit Thrush. Then ask them to say what they think about the stories. Use some of the Classroom Academic Talk sentence frames for Reader Response on p.175 to help students talk  about the legend they liked the most. | **Text:**  [The Carp and The](https://www.savvasrealize.com/content/viewer/standalone/loader/view/34f9173f-2337-3842-bc7d-27b4ac6dbba9/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Hermit Thrush](https://www.savvasrealize.com/content/viewer/standalone/loader/view/34f9173f-2337-3842-bc7d-27b4ac6dbba9/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T150-T151](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1284))  **Videos:**  Synthesize Information  [Skills:](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a5fd3c2d-95ef-3ee4-a390-4fa562cf92bb/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Strategy:](https://www.savvasrealize.com/content/viewer/standalone/loader/view/751dfbaa-5a74-3a64-9c0c-20a3e790a459/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers:**  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Story Comparison Graphic Organizer on p. 77  Story Map routine on p. 72  Story Map Graphic Organizer on p. 73  Retell or Summarize routine on p. 93  Classroom Academic Talk sentence frames for Reader Response on p.175 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Poetry  Poetry Collection  Use figurative language to  visualize images in poetry | What can our families teach us about ourselves? | **Thinker**  Direct students' attention to the riddles on pp. 126–127 in the Student Interactive . Explain that a riddle is a kind of fun poem in which something is described but is not actually named, meaning that the reader must guess what the “something” is. ([TE p. T206-T207](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1341)) | **Tier 1:**  post office, crayons  **Tier 2:**  demonstrate, perspective, recall, appeal, confide  **Tier 3:**  vivid, retired, trembles, crinkled, melodic |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)  **W:** 5W2e: Provide a concluding statement or section related to the information or explanation presented. | **L:** Listen for elements of realistic fiction ([TE p. T208](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/13)) ([TE p. T210](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1344))  **S:** Discussion ([TE p. T236](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1370)) and Comprehension Check ([TE p. T228](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1362))  **R:** Explain Figurative Language ([TE p. 234](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1368)) and Visualize ([TE p. 242](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1376))  **W**: Writer’s Craft: Combined Ideas  GUIDE PRACTICE List coordinating conjunctions, such as and, or, nor, and  conjunctions that begin a subordinate clause, such as because, unless, when. Select an essay from the stacks. Help students talk about how the writer combined ideas for clarity.  ON THEIR OWN Have students pair up to write a paragraph for their opinion essays. Ask them to discuss ways to combine sentences. Have students complete the Combining Sentences activity on p. 145. ([TE p. T398-414](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1336)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Read aloud “Nana” on p. T208. Identify the emotions, images, and structure in the poem. Ask: What words does the poet use to describe Nana’s eyes? What words does the speaker use to describe Nana’s smile? What color are her eyes? Nana’s eyes are \_\_\_ like new \_\_\_\_.  Have students work in small groups to find words  that describe what the baby does, for example, gurgled, blowing bitsy bubbles, cooing, and kicking. Have students use a dictionary  to check meaning. Then have them use the Act Out or Draw Graphic Organizer on p. 105 to show their findings.  \* Use the Venn Diagram routine on p. 70 to help  students compare themes. Ask how the themes of two poems are similar and different. Have students pair up to tell about the poems they compared: In “Artist to Artist,” the theme is \_\_\_. In “Sepia” the theme is \_\_\_\_. | **Text**:  [Poetry Collection](https://www.savvasrealize.com/content/viewer/standalone/loader/view/747dc7b3-99a5-3f29-950e-38f2222da36f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Ftier%2Fabf8710a-8b8b-3b90-b325-50bd9270c9db%2F62%2Ftier2%2F69b853b1-16ab-3da3-9152-5d21114fea3a%2F62)  Leveled Readers ([TE p. T216-T217](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1350))  **Videos**:  [Visualize](https://www.savvasrealize.com/content/viewer/standalone/loader/view/27dff702-0197-33ae-a2fc-c139440b176d/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Act Out or Draw Graphic Organizer on p. 105  Venn Diagram routine on p. 70  Combining Sentences activity on p. 145 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Realistic Fiction  “Life & Art” from The Wright 3  Make inferences about  multiple themes in realistic  fiction and confirm or  correct predictions | How does art reflect people’s experiences? | **Balanced**  Direct students’ attention to the video and media explanation on pp. 154–155in the Student Interactive . Explain that videos and “moving media” can show real-life examples of actions and events, in contrast to some forms of printed media, which provide static images. Have students watch the video and read the media page that describes it. After students have watched the video, have them discuss how art can take the form of many different objects, such as ceramics, sculptures, and, in this case, a house. ([TE p. T260-T261](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1395)) | **Tier 1**:  rescue, kitchen  **Tier 2**:  demonstrate, perspective, recall, appeal, confide  **Tier 3**:  radically, embodies, indivisible, revolutionary, ironic |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)  **W:** 5W2c: Use precise language and content-specific vocabulary to explain a topic. | **L**: Listen actively for elements of realistic fiction. ([TE p. T262](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1396)) ([TE p. T264](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1398))  **S**: Discussion ([TE p. T296](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1430)) and Comprehension Check ([TE p. T288](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1422))  **R**: Infer Multiple Themes ([TE p. 294](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1428)) and Confirm or Correct Predictions ([TE p. T302](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1436))  **W**: Publish: Feedback  GUIDE PRACTICE Have students work in pairs to read each other’s  papers. Guide them to ask questions for clarification. Ask: What did your peer suggest? My peer suggested that I change \_\_\_\_. My peer thinks I should combine \_\_\_\_. Have students use the checklist from the Organize Writing lesson on p. 183.  ON THEIR OWN Use the Verbs in Future Tense activity on p.132 to  help students talk about the changes they will make. ([TE p. T422-438](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1390)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Show the Theme Anchor Chart on p. 157 of the  Student Interactive. Ask students to listen for the elements in the chart while you reread “Art in Graffiti Park” on p. T262. Ask: Where does this story take place? Who are the people in the story? What do they like? What do they do? What is the message of this story? Provide sentence frames: The characters are \_\_\_\_. They like \_\_\_\_. They \_\_\_\_ and \_\_\_\_. The message of the story is \_\_\_\_. Use some of the Classroom Academic Talk  sentence frames for Coming to a Consensus on p. 176 to help students discuss the theme in the story.  \* Ask: How can experiences change people? Help students answer by quoting a sentence from a text they read. Provide sentence frames: I think experiences can \_\_\_\_\_. I can support my opinion with a sentence from \_\_\_\_, page \_\_\_\_\_.  Use the Express Opinions routine on p. 97 to help  students state and support their opinions.  . | **Text**:  [“Life & Art” from The Wright 3](https://www.savvasrealize.com/content/viewer/standalone/loader/view/747dc7b3-99a5-3f29-950e-38f2222da36f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Ftier%2Fabf8710a-8b8b-3b90-b325-50bd9270c9db%2F62%2Ftier2%2F69b853b1-16ab-3da3-9152-5d21114fea3a%2F62)  Leveled Readers ([TE p. T270-T271](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1404))  **Videos**:  [Fiction: Theme](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c828e940-6b96-31a8-8dcf-f39f2ec95fe5/31/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Classroom Academic Talk  sentence frames for Coming to a Consensus on p. 176  Classroom Academic Talk  sentence frames for Making Predictions on p. 174  Story Prediction Chart on p. 75  Express Opinions on p. 97  Verbs in Future Tense activity on p.132 |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  • research a person or hero who has had an impact on their lives.  **Compare Across Texts**  Help students build sight vocabulary by repeating the “answers” and emphasizing key words. Provide sentence starters, such as The main characters in “A Pet for Calvin” and The Carp are similar because they both \_\_\_\_\_. Explore and Plan  Help students read the article. Check students’ understanding by having them complete cloze sentences. Jane Addams was an activist, or someone who works hard to change society. She supported immigrants, or people who had moved to the United States from other countries. She also helped women gain the right to vote.  **A Lost Dog – Summative Assessment**  **(**[**Summative Assessment Manual pp. 110-112**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** |
| **Transitioning and Expanding**  **Students Will:**  • write a speech about why a day should be dedicated to that person.  **Compare Across Texts**  Have partners complete a Venn diagram for two texts. Then have them reread parts of the texts and write words that compare the texts. To help students internalize the new vocabulary, have them create a word bank that they can use as they discuss the texts.  **Explore and Plan**  Have partners read the article and identify the claim or opinion, and reasons and evidence that support it. Then have them answer the questions on p. 192 in the Student Interactive. Have students discuss the information they find with another set of partners.  **Martina and the Mystery Tree – Summative Assessment**  **(**[**Summative Assessment Manual pp. 113-114**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** |

**Grade 5 Integrated ENL/ELA**

**My Perspectives Unit 4 Title: Liberty**

**IB Transdisciplinary Theme Alignment: How We Organize Ourselves or Where We are In Place and Time**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Historical Fiction    “Keeping Mr. John Holton Alive” from Elijah of Buxton  Learn more about  historical fiction by  analyzing characters  and evaluating details | Why should people work together to help others achieve freedom? | **Communicator**  Direct students’ attention to the infographic on pp. 212–213 in the Student Interactive. Remind students that an infographic combines words and visuals to provide information. Explain that the map and images help explain the Underground Railroad, a system that helped enslaved people escape to freedom long ago. Arrange students in groups and assign roles such as leader, notetaker, summarizer, and presenter. Have students read the text and study them ap and images. Suggest that group members discuss what it might have been like to travel along the Underground Railroad during the 1800s. ([TE p. T18-T19](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1701)) | **Tier 1:**  North Star, garden  **Tier 2:**  limitation, grace, noble empower, resist  **Tier 3:**  endure, ponder, commotion, commenced, strapping |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **S:** 5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **R:** 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)  **W:** 5RF4b:Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **L**: Active Listening for Elements of historical fiction ([TE p. T20](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1702)) ([TE p. T22](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1704))  **S**: Discussion ([TE p. T54](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1736)) and Comprehension Check ([TE p. T46](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1728))  **R**: Analyze Characters ([TE p. T52](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1734)) and Evaluate Details ([TE p. T60](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1742))  **W**: Introduce and Immerse: Plot  GUIDE PRACTICE  Select a science fiction story from the stacks. Ask  a student volunteer to identify the plot in the story. Use some of the Text Structure sentence frames and signal words on p. 179 to help students talk about the problem and resolution.  ON THEIR OWN Have student pairs discuss the science fiction story they want to write. Provide sentence frames: The plot’s main problem is \_\_\_\_\_. The climax is \_\_\_\_\_. The resolution is \_\_\_\_. Then  have students complete the frames in writing. ([TE p. T344-360](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1696)) | TE: [[Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “The North Star” on p. T20. Help students  determine the setting. Ask: When does this story take place? What details about the setting did the author include? Provide sentence  frames: The story takes place in \_\_\_\_\_. The author uses \_\_\_\_\_ and \_\_\_\_\_ to tell us about the setting.  Use the Text Structure sentence frames for Sequence on p. 178 to help students talk about the events at the beginning, middle, and end of the story.  \* Ask a question about the author’s relationship with  Mr. Leroy and Mr. Travis. Then, encourage volunteers to ask a question about Elijah. Guide the group to find the answers in the text. For  example, Where are the characters? Why is Mrs. Holton there? The characters are in \_\_\_\_\_. Mrs. Holton is there because \_\_\_\_\_. Use the Ask and Answer Questions routine on p. 68 to help students ask and answer questions about the characters in the text. Encourage them to ask who, what, where, and how questions. | **Text**:  [“Keeping Mr. John Holton Alive” from Elijah of Buxton](https://www.savvasrealize.com/content/viewer/standalone/loader/view/37d905c8-4a88-3783-b0c8-ee825209946e/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1710))  **Videos**: [Analyze Characters](https://www.savvasrealize.com/content/viewer/standalone/loader/view/b6e71379-1b7d-3f68-8f94-d98a6ba40239/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Evaluate Details](https://www.savvasrealize.com/content/viewer/standalone/loader/view/112ec822-baeb-3850-acfd-dcc203c293af/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  Setting and Events Graphic Organizer ([Student Interactive p. 36](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69))  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Text Structure sentence frames for Sequence on p. 178  Ask and Answer Questions routine on p. 68  Prepare for Discussions routine on p. 98  Express Opinions  routine on p. 97 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Historical Fiction  The Scarlet Stockings  Spy  Monitor comprehension  to understand historical  fiction and infer multiple  themes | How can ordinary people contribute to a fight for freedom? | **Principal**  Direct students’ attention to the map on pp. 246–247 in the Student Interactive. Have students read the map and discuss the story it tells about General Washington and the early days of the American Revolution. ([TE p. T78-T79](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1825)) | **Tier 1:**  tea, stocking  **Tier 2:**  limitation, grace, noble empower, resist  **Tier 3:**  resembled, suspicious, relaying, stalking, solemnly |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L:** Listen for elements of historical fiction ([TE p. 80](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1762)) ([TE p.T82](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1764))  **S:** Discussion ([TE p. T118](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1800)) and Comprehension Check  ([TE p. T110](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1792))  **R:** Infer Multiple Themes ([TE p. 116](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1798)) and Monitor Comprehension ([TE p. 124](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1806))  **W**: Develop Elements: Conflict  GUIDE PRACTICE Discuss the conflict in a science fiction from the stacks. Guide students to identify the story’s main conflict. Remind students of internal and external conflicts. Ask: What does the main  character want? What opposing force does the character face?  ON THEIR OWN Have students discuss the conflict for their science  stories with a partner. Use Establish a Situation on p. 202 to help them develop a conflict. Have them state their character’s goal and the forces that will challenge the character. ([TE p. T368-384](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1756)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \*Clarify the term ordinary. Ask students to look for  and underline the details that the author uses to illustrate Maddy and  Jonathan’s sense of duty and responsibility during the Revolutionary War. Use the Web routine on p. 71 to help students record details  about Maddy. Have students create another web to show details  about Jonathan. Encourage them to cite the images and page numbers in the reading that illustrate Jonathan’s efforts during the war.  \* Use the Retell or Summarize routine on p. 93 to help students tell how Maddy and Jonathan in The Scarlet Stockings Spy helped during the Revolutionary War. Use the Express Opinions routine on p. 97 to help partners tell whether or not Maddy and Jonathan’s war efforts were  important. Ask them to support their opinions citing evidence from the text. | **Text**:  [The Scarlet Stockings](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c36cbaea-817f-323e-8217-626c2120106f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Spy](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c36cbaea-817f-323e-8217-626c2120106f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T88-T89](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1770))  **Videos**: [Infer Multiple Themes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/1a89dbdd-49bc-3650-b153-6c1858bc69fc/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Web routine on p. 71  Retell or Summarize routine on p. 93  Express Opinions routine on p. 97 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  The Bill of Rights  Interpret text structure in  informational text to help  summarize the text | What can governments do to protect our freedoms? | **Open-Minded**  Direct students’ attention to the word puzzle graphic organizer on pp. 284–285in the Student Interactive. Explain that the class is using the cryptograms for entertainment, but years ago, the word puzzles were also used to encrypt military strategies and secrets by the government. ([TE p. T142-T143](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1825)) | **Tier 1:**  fear, list  **Tier 2:**  limitation, grace, noble empower, resist  **Tier 3:**  convention, delegates, ratification, petition, violations |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)  **W:** 5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. | **L:**Listen for elements of informational text ([TE p. 144](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1826)) ([TE p. T146](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1828))  **S:** Discussion ([TE p. T180](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1862)) and Comprehension Check ([TE p. T172](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1854))  **R:** Interpret Text ([TE p. 179](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1860)) and Summarize ([TE p. 186](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1868))  **W**: Prepare to Write: Develop Structure  GUIDE PRACTICE Encourage volunteers to tell if a story they read has an engaging introduction. Ask: What are details you read in the introduction? Did you want to continue reading to find out what happens next?  ON THEIR OWN Use the Plan and Introduce a Topic on p.192 to help students brainstorm the introductory details and the “hook” they will use when they write the introduction to their science fiction story. ([TE p. T392-408](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2076)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Freedom of Speech at School” on p. T144. Read the headings and discuss what they tell. Ask: What type of problem did the students have? The principal wouldn’t \_\_\_\_. What was one question the students’ lawsuit raised? One question was \_\_\_\_\_. What decision did the Missouri court make? The court \_\_\_\_. Use some of the Text Structure sentence frames on p. 179 to help students talk about the problem and the solution in the text. Then have them tell a partner if they agree with the court’s decision.  \* Use the Quick Write and Share routine on p. 67  to help students describe one thing they learned about freedom of speech. Provide sentence frames: In \_\_\_, I learned about \_\_\_\_\_. In their countries, people couldn’t \_\_\_\_. In the United States, they \_\_\_\_\_.  Use the Ask and Answer Questions routine on p. 68  to help partners ask each other questions about a text they read. | **Text:**  [The Bill of Rights](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6a3c60c-a70c-35c9-a98e-c785c1d3cce2/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T152-T153](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1834))  **Videos:**  **Organizers:**  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Text Structure sentence frames on p. 179  Retell or Summarize routine on p. 93  Quick Write and Share routine on p. 67  Ask and Answer Questions routine on p. 68 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Biography  Delivering Justice  Generate questions about  and explain relationships  between ideas in a  biography | What are some things people can do when their  freedom is limited? | **Risk-Taker** Direct students’ attention to the time line on pp. 320–321 in the Student Interactive. Have students read the time line and discuss things people did when they had limited freedom during the Civil Rights movement, and the effects their actions had. ([TE p. T204-205](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1887)) | **Tier 1:**  together, signs  **Tier 2:**  limitation, grace, noble empower, resist  **Tier 3:**  segregation, mistreated, qualified, demonstrators, sympathize: |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L:** Listen for elements of biography ([TE p. T206](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1888)) ([TE p. T203](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1890))  **S:** Discussion ([TE p. T244](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1926)) and Comprehension Check ([TE p. T236](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1918))  **R:** Explain Relationships Between Ideas ([TE p. 242](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1924)) and Generate Questions ([TE p. 250](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1932))  **W**: Writer’s Craft: Collective Nouns  GUIDE PRACTICE Use the following examples to explain when verbs for  collective nouns are singular or plural: The flock of birds \_\_\_\_ south in  the winter. Ask: Does the sentence talk about the birds as a group? Do  we use fly or flies? The family \_\_\_\_\_ dinner together. Does the sentence talk about the family or the family members? Do we use eat or eats?  ON THEIR OWN Have students pair up to add collective nouns to their  stories. Invite them to use crowd and crew. Have partners make sure  they used the nouns and the verbs correctly. ([TE p. T416-432](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1882)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Mahalia Jackson” on p. T206. Have students take notes as they listen. Then use the Web routine on p. 71 to help them record the information. Guide students to ask and  answer questions about the information in the web. Ask: Who was Mahalia Jackson? Where was she born? What was she known for? Use the Time Line Graphic Organizer on p. 90 to  help partners record important events in the biography. Have partners  ask each other questions about when different events happened.  \* Reread page 331. Use the Problem and Solution routine on p. 82 to help students identify the problem Westley and  other African Americans had and the solution Westley found. Provide  sentence frames to help them state their findings: African Americans couldn’t pass \_\_\_\_\_\_. Westley and a friend started \_\_\_\_\_\_. Have students draw conclusions about the influence Westley had on people and the type of movement he led. Have  students write their conclusions in the Draw Conclusions Graphic  Organizer on page 92. | **Text**:  [Delivering Justice](https://www.savvasrealize.com/content/viewer/standalone/loader/view/04852d46-d69d-39e7-be06-b5cccc7c2a65/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T214-T215](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1896))  **Videos**:  [Generate Questions](https://www.savvasrealize.com/content/viewer/standalone/loader/view/fb9be6a7-2b3e-3e7a-9a14-b4a69d10a015/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Web routine on p. 71  Problem and Solution routine on p. 82  Draw Conclusions Graphic  Organizer on page 92  Retell or Summarize routine on p. 93  Retell or Summarize Graphic Organizer on p. 94 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Historical Fiction  Ezekiel Johnson Goes  West  Make inferences to help  explain the author’s purpose in historical fiction | How can going to a new place give a person new opportunities? | **Car**  Direct students’ attention to the introduction and song on pp. 358–359 in the Student Interactive. Explain that primary sources are written by people who have firsthand experience of a topic or time period. They may have participated in an event or may simply have lived at the time when the event occurred. This song was written at a time when many Americans were moving west, so the songwriter witnessed, and perhaps participated in, this event. The introduction in contrast, is a secondary source of information, a historical account written in the present day. Have students read both the introduction and the song and discuss the differences between them. ([TE p. T268-269](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1951)) | **Tier 1**:  wheel, wagon, gold  **Tier 2**:  limitation, grace, noble empower, resist  **Tier 3**:  provisions, terrain, settlement, bandits, oblige |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** ANCHOR STANDARD L1:  Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards | **L**: Listen actively for elements of historical fictions ([TE p. T270](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1952)) ([TE p. T272](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1954))  **S**: Discussion ([TE p. T314](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1996)) and Comprehension Check ([TE p. T306](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1988))  **R**: Explain Author’s Purpose ([TE p. 312](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1994)) and Make Inferences ([TE p. T320](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2002))  **W**: Language and Conventions: Capitalization  verbs.  GUIDE PRACTICE  Use the Days, Months, and Holidays activity on p. 125 to help students practice writing dates for their stories. Have students brainstorm references to different dates in the future. For example: “on Monday, April 30, 3021.”  ON THEIR OWN Have students pair up to create sentences for their  stories using dates in the future. Have partners review for capitalization. ([TE p. T440-456](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1946)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Voyage” on p. T270. Have students identify the historical period and the vivid details of Constance’s voyage. Ask: What famous voyage did Constance go on? How did  she travel to the New World? How did she feel? Provide sentence frames: Constance’s voyage was called the \_\_\_\_. She travelled by\_\_\_\_. She felt \_\_\_\_. Use some of the Text Structure Sentence Frames on p. 179 to help students describe the character. Use some of the Classroom Academic Talk sentence frames on p. 174 to help students tell what they visualize when they hear details about Constance’s voyage.  \* Discuss how the facts and details in Ezekiel Johnson Goes West helped them understand what the character thought, felt, and experienced. | **Text**:  [Ezekiel Johnson Goes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/40fd860b-d00d-35b9-a86e-2d89d4661315/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [West](https://www.savvasrealize.com/content/viewer/standalone/loader/view/40fd860b-d00d-35b9-a86e-2d89d4661315/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T278-T279](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/1960))  **Videos**:  [Summarize Information: Literary](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9aa4233a-5470-39c5-a0fc-0256c507cf69/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Text Structure Sentence  Frames on p. 179  Classroom Academic Talk  sentence frames on p. 174  Ask and Answer routine on p. 68  Classroom Academic Talk sentence frames on p. 176 |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  • survey people on the meaning of freedom.  **Compare Across Texts**  Repeat each question separately. Provide sentence starters using basic vocabulary for students to use when responding to the questions, such as: Both work \_\_\_\_\_. (hard) One saves money for her \_\_\_\_\_. (family) The other saves money to buy\_\_\_\_\_. (freedom)  **Explore and Plan**  Help students read the article. Check students’ understanding by having them complete sentence frames: The main idea is that freedom is about respect. One supporting detail is that respect is the key that frees us.  **George Washington – Summative Assessment**  **(**[**Summative Assessment Manual pp. 140-141**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** |
| **Transitioning and Expanding**  **Students Will:**  • create a speech or poster about freedom.  **Compare Across Texts**  Have partners listen carefully to each other as they create a Venn diagram for the texts they are comparing.  **Explore and Plan**  Have partners read the article and identify the main idea, details, and text features. Then have them answer the questions on p. 406. Have students share the information they find and discuss with another set of partners.  **The Right to Vote – Summative Assessment**  **(**[**Summative Assessment Manual pp. 142-144**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** |

**Grade 5 Integrated ENL/ELA**

**My Perspectives Unit 5 Title: Systems**

**IB Transdisciplinary Theme Alignment: How the World Works**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Informational Text  *from* Rocks and Fossils  Identify main ideas  and details to make  connections in an  informational text | How do rocks form and change over time? | **Communicator**  Direct students’ attention to the infographic on pp. 426–427 in the Student Interactive. Have students read the infographic and discuss the different ways that geologists study rocks . As you lead students in their discussion, guide them to build on the ideas of others and to express their own ideas clearly. ([TE: T18-T19](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2267)) | **Tier 1:**  events, cycle  **Tier 2:**  disturb, cycle, impact, composed, engineer  **Tier 3:**  minerals, particles, deposits, erosion, principles |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.  **R:** 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)  **W:** 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. | **L**: Active Listening for Elements of informational text ([TE p. T20](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2268)) ([TE p. T22](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2270))  **S**: Discussion ([TE p. T62](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2310)) and Comprehension Check ([TE p. T54](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2302))  **R**: Identify Main Idea and Details ([TE p. T60](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2308)) and Make Connections ([TE p. T68](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2316))  **W**: Introduce and Immersion: Ideas  GUIDE PRACTICE Select a poem from the stacks. Help students identify the theme. Ask: What is the poem about? What is the idea the poet wants to share? How do you know? Provide sentence frames: The poem is about \_\_. I think the poet wants to share that \_\_. I think so because \_\_.  ON THEIR OWN Have students work with partners to think of a topic or theme for their poem. Have them write about the theme using that, because, or so. ([TE p. T334-350](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2584)) | TE: [[Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Have students read the infographic on pp. 426–427  of the Student Interactive. Help students identify and talk about the headings, captions, and sidebars: The headings are\_\_\_\_. One thing I learn from the sidebar is \_\_\_\_. The captions help me learn the names of \_\_\_\_\_. Use the Main Idea and Details Graphic Organizer  on p. 81 to help students identify the main ideas and details of the  text. Have them tell where they got the main idea from and what headings or subheadings provided supporting details.  \* Help students recall what they learned in “Who Are  Geologists?” on p. 426. Use the KWLH Chart with Graphic Organizer  routine on p. 78 to help them record the information. After students read Rocks and Fossils, have them work with partners to complete the chart. | **Text**:  [*from* Rocks and Fossils](https://www.savvasrealize.com/content/viewer/standalone/loader/view/e6d1c573-f152-3aa6-b276-764ec6d19269/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2276))  **Videos**: [Identify Main Idea and Details](https://www.savvasrealize.com/content/viewer/standalone/loader/view/10561d8b-95a3-3370-b3d5-12caf49b4559/34/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Main Idea and Details Graphic Organizer  on p. 81  KWLH Chart with Graphic Organizer routine on p. 78  Prepare for Discussions routine on p. 98  Classroom Academic Talk sentence frames for Clarifying Something on p. 175 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  from Earth’s Water Cycle  Interpret text features  in an informational text  to confirm or correct  predictions | What can cause water to change form? | **Balanced**  Direct students’ attention to the poem on p. 468 in the Student Interactive. Explain that poets sometimes use elements such as rhyme, rhythm, and alliteration to express ideas. Have students read the poem “The Water Cycle” and discuss how the poet uses these elements to describe the water cycle. ([TE p. T86-T87](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2335)) | **Tier 1:**  salt, fresh  **Tier 2:**  disturb, cycle, impact, composed, engineer  **Tier 3:**  abundant, substance, condenses, altitude, trickles |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L:** Listen for elements of informational Text ([TE p. 88](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2336)) ([TE p.T85](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2336))  **S:** Discussion on Figurative Language ([TE p. T124](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2372)) and Comprehension Check  ([TE p. T116](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2364))  **R:** Interpret Text Features ([TE p. 122](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2370)) and Confirm or Correct Predictions ([TE p. 130](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2378))  **W**: Develop Elements: Personification  GUIDE PRACTICE Write: The sun smiled at us today. Help students identify personification. Ask: Can the sun really smile? Have student brainstorm what the sentence means. Provide sentence frames: The  expression means that the sun \_\_\_\_. (shines, is bright)  ON THEIR OWN Have students work with partners to come up with examples of personification for their poem. Have partners select  something that is not human and decide on an action. ([TE p. T358-374](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2330)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Have students look at the Anchor Chart on p. 471 of  the Student Interactive. Reread “Why Does Ice Float?” on p. T88. Help  students identify features of the text. Use the Main Idea and Details Graphic Organizer on p. 81 to have students write the main idea and details of the text.  Have students tell a partner how they know where to find information about abnormal water.  \* Guide students to interpret text features. Ask: What does the diagram on p. 477 tell about how water changes? Use some of the Text Structure sentence frames on p. 178 to help students describe what they see in the diagram. Have students discuss the water cycle beginning with the winter. Ask them to complete the Sequence of Events Graphic Organizer on p. 88.  \*Use the Web routine on p. 71 to help students make  notes about what they learned in Earth’s Water Cycle. Guide them  with questions: What are the three states of water? Where do you find water? What causes water to change states? Have student partners use the web to write a paragraph about the water cycle. | **Text**:  [from Earth’s Water Cycle](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a5200f1d-99ab-35db-a4bb-43991b35546e/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T96-T97](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2344))  **Videos**: [Interpret Text Features](https://www.savvasrealize.com/content/viewer/standalone/loader/view/22254f4f-3ff5-3a4f-af7d-b90d17ddb449/31/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Main Idea & Details PDF pp. (90-91)  Retell or Summarize Routine and Graphic  Organizer on PDF pp. (103-104)  Text Structure sentence frames on p. 178  Sequence of Events Graphic Organizer on p. 88  Web routine on p. 71 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Historical Fiction  “The Dog of Pompeii”  Analyze plot and setting  to make inferences in  historical fiction | How can Earth’s changes affect where and how we live? | **Thinker**  Direct students’ attention to the video on pp. 504–505 in the Student Interactive. Explain that although the majority of information related to volcanoes will be presented in the video, there are also images and captions on pp. 504–505 that students should view and read. Note that the static images on these pages allow students to study them and notice details—whereas in the video, a series of images moves past quickly.  Have students view the video and examine the images and captions on p. 504–505. Then, have them discuss how changes on Earth, such as those caused by a volcano erupting, can affect where and how people live. ([TE p. T148-T149](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2397)) | **Tier 1:**  house, black  **Tier 2:**  disturb, cycle, impact, composed, engineer  **Tier 3:**  comrade, custom, coaxed, revived, heed |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase..  **S:** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  **R:** 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)  **W:** 5W2c: Use precise language and content-specific vocabulary to explain a topic. | **L:**Listen for elements of historical texts ([TE p. 150](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2398)) ([TE p. T152](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2400))  **S:** Discussion ([TE p. T188](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2436)) and Comprehension Check ([TE p. T180](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2428))  **R:** Analyze Plot and Setting ([TE p. 186](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2434)) and Make Inferences ([TE p. 194](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2442))  **W**: Develop Structure: Rhyme  GUIDE PRACTICE Select a poem from the stacks. Help students identify examples of rhyme schemes. Point to the first line and ask: What sound does the line end with? What is the next line that ends with that sound? See the Use Rhyme activity on p. 216 to help students  develop rhyme schemes for their own poems.  ON THEIR OWN Have students work with partners to talk about rhyme schemes in their poems. ([TE p. T382-398](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2392)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Ask students if they have heard anything about  Hurricane Sandy. Reread “The Big One” on p. T150. Help students identify the historical event and setting. Ask: What real event does  the story describe? When does this story take place? Provide sentence frames: The event was \_\_\_\_. The story takes place in\_\_\_\_.  ON THEIR OWN Have students use the Story Map Graphic Organizer on p. 73 to write what happens at the beginning, middle,  and end of the story.  \*Use the Draw Conclusions routine on p. 91 to help students make inferences about the first two pages of the story. Ask: why do you think Bimbo is happy to go to the city center? What makes you think that? Provide a sentence frame: I think Bimbo is happy  because I read that \_\_\_\_.  Have student pairs record their inferences in the Draw  Conclusions Graphic Organizer on p. 92. | **Text:**  [“The Dog of Pompeii”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/eec6779f-202f-39f0-98df-9d5b9a9d987b/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T158-T159](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2406))  **Videos:**  [Analyze Plot and Setting](https://www.savvasrealize.com/content/viewer/standalone/loader/view/12913496-2953-3fb5-be6e-fccc541d3e73/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Make Inferences](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9aa4233a-5470-39c5-a0fc-0256c507cf69/25/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers:**  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Story Map Graphic Organizer on p. 73  Draw Conclusions routine on p. 91  Draw Conclusions Graphic Organizer on p. 92  Classroom Academic Talk for Collaborative Conversations on p. 176  Soliciting Responses on p. 176 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  “Let’s Talk Trash” and  “It’s Time to Get Serious  About Reducing Food  Waste, Feds Say”  Compare and contrast  different accounts to  monitor comprehension of  informational texts | How do human actions create and change cycles? | **Caring** Direct students’ attention to pp. 542–543 in the Student Interactive. Discuss the background photo and diagram, having students share what they know about garbage and what happens to it. Either read aloud the text, having students follow along with you while listening actively, or ask them to read it silently. ([TE p. T212-213](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2461)) | **Tier 1:**  yeste  **Tier 2:**  disturb, cycle, impact, composed, engineer  **Tier 3:**  edible, compost, conscious, manufacturer, contamination |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R3: In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)  **W:** 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. | **L:** Listen for elements of informational text ([TE p. T214](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2462)) ([TE p. T216](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2464))  **S:** Discussion ([TE p. T242](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2490)) and Comprehension Check ([TE p. T234](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2482))  **R:** Compare and Contrast Accounts ([TE p. 240](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2488)) and Monitor Comprehension ([TE p. 248](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2496))  **W**: Coherent Writing:  GUIDE PRACTICE Copy a paragraph from the text and add a sentence with unrelated or repeated information. Ask students if that sentence makes the paragraph clearer.  ON THEIR OWN Use the Narrative Paragraph Writing with Graphic Organizer on p. 209 to help students write and edit their narratives. ([TE p. T406-422](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2456)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “The Problem with Palm Oil” on p. T214.  Use the Problem and Solution routine on p. 82 to help students talk about producing palm oil. Ask: Where does palm oil come from? What is the problem with palm oil? Clarify the phrase “growing number.”  Have students use some of the Text Structure sentence frames on p. 179 to talk about the structure of the text. Ask them to identify the words that helped them identify the problem  and the solution.  \* Ask questions to help students think about  similarities and differences between the texts. Ask: What is the main topic of these two texts? How do the texts present the information? Provide sentence frames: Both texts are about \_\_\_\_\_. One text uses and the other text \_\_\_\_. Use the Venn Diagram routine on page 70 to help students list the main differences and similarities between the texts. \* Guide students to find and annotate important information about the problem of food waste. Ask: How much food is wasted in the USA? What happens to this wasted food? Have partners review their annotations. Use the  Retell or Summarize routine on p. 93 to help students restate the information. | **Text**:  [“Let’s Talk Trash” and](https://www.savvasrealize.com/content/viewer/standalone/loader/view/747dc7b3-99a5-3f29-950e-38f2222da36f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Ftier%2Fabf8710a-8b8b-3b90-b325-50bd9270c9db%2F62%2Ftier2%2F69b853b1-16ab-3da3-9152-5d21114fea3a%2F62)  [“It’s Time to Get Serious](https://www.savvasrealize.com/content/viewer/standalone/loader/view/747dc7b3-99a5-3f29-950e-38f2222da36f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Ftier%2Fabf8710a-8b8b-3b90-b325-50bd9270c9db%2F62%2Ftier2%2F69b853b1-16ab-3da3-9152-5d21114fea3a%2F62)  [About Reducing Food](https://www.savvasrealize.com/content/viewer/standalone/loader/view/747dc7b3-99a5-3f29-950e-38f2222da36f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Ftier%2Fabf8710a-8b8b-3b90-b325-50bd9270c9db%2F62%2Ftier2%2F69b853b1-16ab-3da3-9152-5d21114fea3a%2F62)  [Waste, Feds Say”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/747dc7b3-99a5-3f29-950e-38f2222da36f/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Ftier%2Fabf8710a-8b8b-3b90-b325-50bd9270c9db%2F62%2Ftier2%2F69b853b1-16ab-3da3-9152-5d21114fea3a%2F62)  Leveled Readers ([TE p. T216-T217)](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2470)  **Videos**:  [Compare and Contrast](https://www.savvasrealize.com/content/viewer/standalone/loader/view/cf132815-8db1-3891-9003-d0220fa249f2/34/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Problem and Solution routine on p. 82  Text Structure sentence frames on p. 179  Venn Diagram routine on page 70  Retell or Summarize routine on p. 93 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Argumentative Text  People Should Manage  Nature  Analyze an argumentative  text to make connections | How much should people try to influence natural systems? | **Knowledgeable**  Direct students’ attention to the map on pp. 570–571 in the Student Interactive. Explain that maps are pictures or charts used to convey information about a location. A physical map shows geographical features such as rivers and mountains, whereas a political shows human-made borders. Maps can help readers understand the relationships between places by showing their relative locations and sizes. Have students read the map and discuss what happens when people try to influence systems in nature. ([TE p. T266-267](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2515)) | **Tier 1**:  paper, roots  **Tier 2**:  disturb, cycle, impact, composed, engineer  **Tier 3**:  geological, habitat, debris, advocates, valve |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  **S:** 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL))  **W:** 5W1: Write an argument to support claims with clear reasons and relevant evidence. | **L**: Listen actively for elements of an argumentative text ([TE p. T268](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2516)) ([TE p. T270](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2518))  **S**: Discussion ([TE p. T304](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2552)) and Comprehension Check ([TE p. T296](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2544))  **R**: Analyze Argumentative Texts ([TE p. 302](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2550)) and Make Connections ([TE p. T310](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2558))  **W**: Publish: My Poem  GUIDE PRACTICE Guide students to think about their own writing process. Ask: What did you enjoy about writing your poem? What did you find easy? What was difficult about writing your poem?  ON THEIR OWN Have students tell a partner what they plan to do next  time to improve their writing. Use some of the Classroom Academic  Talk sentence frames on pp. 173–176 to help students solicit responses from partners. ([TE p. T430-446](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2510)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63)  \* Reread “Deforestation Must Be Controlled” on  p. T268. Guide students to identify the author’s opinion or argument. Point to the introduction and topic sentence in the first two  paragraphs. Ask: What does the writer argue? How do you know? Use some of the Classroom Academic Talk sentence frames on p. 176 to help student pairs talk about the author’s viewpoint.  \* Use the Retell or Summarize routine on p. 93 to help students summarize the author’s claim and reasons in People Should Manage Nature. Tell students that they will make a presentation  and express their opinions about the claim. Ask students to work in small groups of three to think  about counterclaims. Use the Express Opinions routine on p. 97 to  help students develop their own counterclaims. | **Text**:  [People Should Manage](https://www.savvasrealize.com/content/viewer/standalone/loader/view/116a6879-d17d-3dee-935a-b01839219fee/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Nature](https://www.savvasrealize.com/content/viewer/standalone/loader/view/116a6879-d17d-3dee-935a-b01839219fee/62/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  Leveled Readers ([TE p. T276-T277](https://reader.savvasrealize.com/book/FBMG6MFP7O/view/single/page/2524))  **Videos**:  [Analyze Argumentative Texts](https://www.savvasrealize.com/content/viewer/standalone/loader/view/b0e4f8ec-43ff-3caa-8ea7-cadd50ec47e0/31/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)  [Make Connections](https://www.savvasrealize.com/content/viewer/standalone/loader/view/de8c37b0-fcff-3bb0-8210-3a578e5380c7/26/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)    **Organizers**:  TE: ([Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f0266f64-2137-3a0d-a4fd-ef43546b4345/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62%2Fitem%2Ff0266f64-2137-3a0d-a4fd-ef43546b4345%2F63))  Classroom Academic Talk sentence frames on p. 176  Word Knowledge Strategy on p. 109  Classroom Academic  Talk sentence frames on pp. 173–176 |
| **Summative Assessments/Task** | | | |
| **ntering and Emerging**  **Students Will:**  • research a natural disaster.  **Compare Across Texts**  Review the content of Earth’s Water Cycle and Rocks and Fossils using the Academic Vocabulary word composed. Then provide sentence frames to help students connect the term to the texts: Rocks are made up, or \_\_\_\_\_\_\_ of \_\_\_\_\_\_\_. Clouds are \_\_\_\_\_\_\_ of \_\_\_\_\_\_\_.  **Explore and Plan**  Review the definitions in the chart, checking for students’ understanding. Work with students to identify potential claims they can write about. Brainstorm and write down ideas. Encourage students to choose one. Then brainstorm sources with students and record a list for students to use when working with their partner.  **When Boston Shook – Summative Assessment**  **(**[**Summative Assessment Manual pp. 152-153**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** | | | |
| **Transitioning and Expanding**  **Students Will:**  • create a Public Service Announcement (PSA) about the environment.  **Compare Across Texts**  Have partners listen for Academic Vocabulary as they describe the texts. Then have them complete a Venn diagram for texts they are comparing.  **Explore and Plan**  Have partners brainstorm to complete the chart. Encourage them to check their research plan to ensure they have included a strong claim and enough sources for their research.  **Subway Car Reefs – Summative Assessment**  **(**[**Summative Assessment Manual pp. 153-156**](https://www.savvasrealize.com/content/viewer/standalone/loader/view/664c0863-37cd-39bb-8085-3c067cce6cc9/63/nonscorable?programId=3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674&programVersion=62&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F3b32928b-dd22-3cd7-8a0d-d6d6c4eb6674%2F62)**)** | | | |