

English as a Second Language Curriculum Pacing Guide

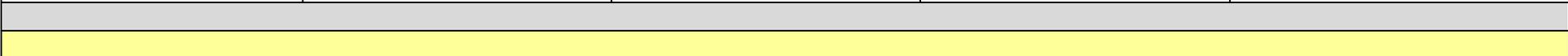


Grade Level: Grade 5th Quarter: 3

TN State Literacy Standard	Correlating ESL Standard	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
<p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> Come to discussions prepared. Pre-read required material for a discussion. Use my prepared reading and notes to participate in the discussion. Follow class rules for discussion. Ask specific questions to get more information or clarify what I don't understand. Respond to other's questions with specific answers. Connect my comments to others' comments. Think and reflect on others' ideas. 	<p>How do we express thinking and ideas clearly? Are rules important before beginning a discussion? Why? How can we ask questions to check understanding? How should we respond when others ask us questions? How can we make A discussion a learning experience for everyone?</p>	<p>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</p> <p>Asking Questions (QAR) Lesson Plan: http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-self-questioning-227.html</p>

<p>5.SL.PK1.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can: Logically sequence facts and use appropriate facts and details when presenting a report. Speak clearly so that the audience can understand me.</p>	<p>Is there a best way to tell a story or summarize an experience? How important are details? How can we make sure we speak so that we are understood?</p>	
<p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can: Use my knowledge of letters-sounds, word families, syllables, root words and affixes to read words I don't know.</p>	<p>Which word attack strategies do we have to help us figure out an unknown word?</p>	<p>High Frequency Phrases List www.timrasinski.com/presentations/fry_600_instant_phrases.pdf</p> <p>Word Sort Site: http://db.dadecountyschools.org/~davis/wordstudy/davis.htm</p>
<p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and</p>	<p>I Can: Read grade level text with a purpose. Use reading</p>	<p>What is fluent reading? What does fluent reading sound</p>	<p>Fluency Rubric: http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf</p>

<p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>strategies to help me understand the text.</p> <p>Read at the right speed with word accuracy and expression to help myself understand the text.</p> <p>Check and fix my reading in order to comprehend the text.</p>	<p>like?</p> <p>What reading strategies do we have to help us comprehend the text?</p> <p>What do we do when we do not comprehend what we are reading?</p>	
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<p>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Use specific quotes from the text when drawing inferences to support my thinking.</p> <p>Use clues from the text to make an inference.</p> <p>Apply my reading strategies to monitor my understanding of the text.</p>	<p>How do we support ourselves when explaining our thinking?</p> <p>How do we make strong inferences when we read?</p> <p>Are some quotes and pieces of information from the text stronger than others to support our thinking?</p> <p>What does it mean to understand the text?</p> <p>What are some strategies we use to monitor our comprehension?</p>	<p>Reading Street Stories: Weslandia The Stormi Giovanni Club The Unsinkable Wreck of the R.M.S. Titanic</p>
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<p>5.RI.KID.2 Determine the main idea of a text and explain how it is supported</p>	<p>English Language Development Standard 1</p> <p>English language learners</p>	<p>I Can:</p> <p>Use clues to find the main idea of the</p>	<p>How can we find the main idea of the text?</p> <p>Is the main idea</p>	<p>Main Idea: http://www.readworks.org</p>
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<p>by key details; summarize the text.</p>	<p>communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>text. Use clues to summarize the text. Connect two or more main ideas in the text.</p>	<p>always clearly stated? How is the main idea supported with detail in the text? What is a summary? How does figuring out the main idea or summary help with understanding the text? How do we know which are the most important ideas in the text?</p>	
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<p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can: Use context clues to determine the meaning of unknown words and phrases as they are used in the text. Figure out or get further information in order to understand similes or metaphors in the text. Explain why the writer might have chosen that specific use of figurative language.</p>	<p>What are some strategies to determine the meaning of an unknown word or phrase? Why does the author use figurative language? Why is it important to understand the use of figurative language in the text? How is this text organized?</p>	<p>Great Figurative Language Website http://mrswarnerarlington.weebly.com/figurative-language.html</p>
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<p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within</p>	<p>I Can: Determine the meaning of words or phrases in my text using different strategies. Use new vocabulary in speaking, listening,</p>	<p>How do we figure out the meaning of an unknown word or phrase in informational texts? What other resources or strategies can we use in</p>	<p>Synonyms List http://www.carlscorner.us.com/Synonyms/Synonymlist1.pdf</p> <p>Antonyms List http://www.carlscorner.us</p>
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that signal contrast, addition, and other logical relationships	the school setting English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	reading, and writing.	addition to context clues?	com/Antonyms/list.pdf
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5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.	English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	I Can: Identify the narrator or speaker's point of view in the text. Describe how the narrator or speaker's point of view influences how events are described.	What is a narrator? How can I use clues to help me find the point of view of the characters? How does identifying the point of view help readers comprehend the story? How does identifying the point of view help readers comprehend the story? How can you tell what a character is thinking?	Point of View: www.readworks.org Fact and Opinion Lesson with both Narrative and Informational Text: www.readworks.org
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5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	I Can: Explain how the author uses reasons and evidence to support his/her points. Explain how the author's organization helped connect reasons and evidence.	How can we organize our evidence? Why does the author need to use evidence to support a position? Are all reasons or evidence fact?	Fact and Opinion www.readworks.org Reading Street Stories: Talk with an Astronaut The Hindenburg
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<p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Combine two or more sources to talk about a topic.</p> <p>Combine two or more sources to write about a topic.</p> <p>Put the information from two or more sources into my own words.</p> <p>Figure out what are the most important common ideas with two or more texts.</p>	<p>Is one source of information about a topic enough?</p> <p>What are some of the same or different points about these texts?</p> <p>How can we organize or group facts and information from these texts to support your thinking?</p>	<p>Research Graphic Organizer http://teacher.scholastic.com/lessonplans/thewritingedge/RschWksheet.pdf</p> <p>A Guide to Teaching Nonfiction Writing https://www.heinemann.com/shared/onlineresources/e03784/enwteacher_guide_3_5_cs_5.pdf</p>
<p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce topic or text. Develop an opinion through logically ordered reasons supported by facts and details. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words, phrases, and clauses. 	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Introduce a topic, state an opinion, and choose an organizational structure that supports my purpose. Write a concluding statement that is connected to my stated opinion.</p> <p>Provide reasons that are supported by facts. Logically order my reasons. Use words and phrases that link my opinion and reasons.</p>	<p>What does a good response to literature include?</p> <p>Why are some opinion pieces more persuasive than others?</p> <p>Is it important to organize our thoughts? Why?</p> <p>How can we start and end our opinion writing so that the reader is hooked?</p>	<p>Writing an Opinion Piece Lesson Plan (with ppt) https://sites.google.com/site/5thgradepersuasivewriting/lesson-1-1</p>

f. Apply language standards addressed in the Foundational Literacy standards.				
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<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation, using a narrator and/or introducing characters. Organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, & clauses to manage sequence of events. Provide a conclusion that follows from the narrated experiences or events. 	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Start a story that introduces the narrator and characters.</p> <p>Use dialogue, descriptions, and pacing to develop the characters, setting, and story.</p> <p>Include transition words and phrases to organize and guide the sequence of the story.</p> <p>Include vivid words that help the reader create a clear picture and comprehend.</p> <p>Include a conclusion that makes sense.</p>	<p>What makes a good story?</p> <p>How does a good writer hook the reader?</p> <p>Why do we use dialogue and vivid description when we write a story?</p> <p>Does word choice help the reader? How?</p> <p>Do all stories have a logical flow (have a clear, understandable sequence of events)?</p>	<p>Narrative Text Structure</p> <p>http://www.sharemylesson.com/teaching-resource/Story-Mapping-Narrative-Text-Structure-50010084/</p>
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<p>f. Use precise words, phrases, and sensory details to convey experiences and events.</p> <p>Apply language standards addressed in the Foundational Language standards.</p>				
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<p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3.)</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Write with a clear purpose/task/audience. Plan my writing so that it is organized.</p>	<p>Why is it important to know your task, purpose, and audience before you begin writing? How can we be sure our writing is meeting those needs?</p>	<p>Writing Planning Chart: http://www.eduplace.com/graphicorganizer/pdf/planning.pdf</p>
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<p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Explain the purpose of revising my writing. Explain the purpose for editing my writing. Revise my writing with support and feedback from others. Edit my writing with support and feedback from others.</p>	<p>What is the difference between revising and editing? How can I organize my writing to produce a quality piece? How does the writing process help create a quality piece of writing? How can we take the feedback we receive and use it in our writing? How can I give (helpful) constructive feedback to others?</p>	<p>Editing Checklist: http://readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>
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<p>5.W.PDW.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Use digital tools to produce and publish my work. Become fluent with my keyboarding skills.</p>	<p>How do we use technology to produce and publish our writing?</p> <p>How can technology help us collaborate with others?</p> <p>Why does keyboarding fluency help with the writing process?</p>	<p>Keyboarding Games: www.typing.com</p>
<p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> <p>b. Form and use the perfect verb tense.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Insert a comma to show direct and indirect dialogue.</p> <p>Use correct capitalization to show dialogue.</p> <p>Edit my writing to show dialogue.</p> <p>Use the comma to show meaning.</p>	<p>Why do we have commas?</p> <p>How does punctuation help you understand the story?</p>	<p>Reading Street Stories:</p> <p>The Three Century Woman</p> <p>King Midas and the Golden Touch</p> <p>The Hindenburg (Commas and Quotations)</p> <p>Music in Harlem (underlining, quotation marks, or italics for titles)</p>

<p>shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p> <p>f. Use punctuation to separate items in a series.</p> <p>g. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>h. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address.</p> <p>i. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>j. Write multiple cohesive paragraphs on a topic.</p>				
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<p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Use context clues to figure out word meanings.</p> <p>Use a variety of strategies to figure out the meaning of an unknown or multiple-meaning word.</p> <p>Use common Greek and Latin affixes and roots as clues to help me figure out an unknown word.</p> <p>Use relationships between words to better understand the meaning of an unknown word.</p>	<p>How can I use my knowledge of Greek and Latin word parts to figure out unknown words?</p> <p>What are some strategies for figuring out the meaning of unknown words or phrases?</p>	
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digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases				
<p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <p>Use words and phrases that I learn during my listening and reading.</p> <p>Accurately use grade level academic words, signal words, and words that show relationships.</p> <p>Can explain how using these words makes my communication clearer.</p>	<p>How can I organize new words so that I can remember and use them?</p> <p>Why is learning signal words helpful?</p>	<p>Text structure and key words</p> <p>http://www.syracusecityschools.com/tfiles/folder836/3.11%20Text%20structure%20signal%20words.pdf</p>

Figure A: The English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies