

English as a Second Language Curriculum Pacing Guide



Grade Level: 5th Grade

Quarter: 4

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. 	<ul style="list-style-type: none"> • 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? 	<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>5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</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"> • S u m m a r i z e information presented using facts and details to support my thinking. 	<ul style="list-style-type: none"> • What does a good summary include? 	<p>Storynory(Oral storytelling of myths, fables, legends and fairytales): http://www.storynory.com</p>
<p>5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</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"> -Summarize the most important point of the speaker. -Use the speaker's reasons and evidence to support my thinking. 	<p>-Why is it important to summarize an oral presentation?</p>	
<p>5.SL.PK1.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</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</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include multimedia or visual displays when they will help my presentation. <input type="checkbox"/> Explain why I chose to include a 	<ul style="list-style-type: none"> <input type="checkbox"/> Why would a presenter want to include multimedia or visual displays during a presentation? 	

	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .	particular display.		
<p>5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</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"> <input type="checkbox"/> Explain the difference between formal and informal speech. <input type="checkbox"/> Choose whether formal or informal speech would be better for my presentation and tell why. 	<ul style="list-style-type: none"> <input type="checkbox"/> When is it important to use formal or informal speech and why? <input type="checkbox"/> Why do speakers adapt their speech during a presentation? 	
<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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use my knowledge of letters-sounds, word families, syllables, root words and affixes read words I don't know. 	<ul style="list-style-type: none"> <input type="checkbox"/> Which word attack strategies do we have to help us figure out an unknown word? 	

<p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</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>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"> <input type="checkbox"/> Read grade level text with a purpose. <input type="checkbox"/> Can use reading strategies to help me understand the text. <input type="checkbox"/> Read at the right speed with word accuracy and expression to help myself understand the text. <input type="checkbox"/> Can check and fix my reading in order to comprehend the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> What is fluent reading? <input type="checkbox"/> What does fluent reading sound like? <input type="checkbox"/> What reading strategies do we have to help us comprehend the text? <input type="checkbox"/> What do we do when we do not comprehend what we are reading? 	
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<p>5.RI.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 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"> <input type="checkbox"/> Use specific quote from the text when drawing inferences to support my thinking. <input type="checkbox"/> Use clues from the text to make an inference. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we support ourselves when explaining our thinking? <input type="checkbox"/> How do we make strong inferences when we read? <input type="checkbox"/> Are some quotes and pieces of information from the text stronger than others to support our thinking? 	
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<p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and</p>	<p>English Language Development Standard 1 English language learners communicate for Social</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use specific quote from the text when drawing inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we support ourselves when explaining our thinking? 	
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<p>when drawing inferences from the text.</p>	<p>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>to support my thinking.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use clues from the text to make an inference. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we make strong inferences when we read? <input type="checkbox"/> Are some quotes and pieces of information from the text stronger than others to support our thinking? 	
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<p>5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</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"> <input type="checkbox"/> Use clues to find the main idea of the text. <input type="checkbox"/> Use clues to summarize the text. <input type="checkbox"/> Connect two or more main ideas in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can we find the main idea of the text? <input type="checkbox"/> Is the main idea always clearly stated? <input type="checkbox"/> How is the main idea supported with detail in the text? <input type="checkbox"/> What is a summary? <input type="checkbox"/> How does figuring out the main idea or summary help understanding the text? <input type="checkbox"/> How do we know which are the most important ideas? 	<p>Reading Street Stories: The Mystery of St. Matthew Island</p>
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<p>5.RI.KID.2 Determine a theme or central idea of a story, drama, or poem from details in the text;</p>	<p>English Language Development Standard 1 English language learners communicate for Social</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the theme of the text using details, the 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we determine the theme of a story, drama, or prose? <input type="checkbox"/> Why is it 	<p>Reading Street Stories: The Stormi Giovanni Club Journey to the Center of the Earth</p>
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<p>summarize the text.</p>	<p>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>character’s actions, and other clues in the text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Figure out how and why characters respond to challenges in the text. <input type="checkbox"/> Find examples of strong word choice that helps show how the speaker in a poem shares the message. <input type="checkbox"/> Find clues to summarize the text. 	<p>important to analyze the characters in the text?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why do we examine the author’s word choice? <input type="checkbox"/> What is a good summary? 	
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<p>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</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"> <input type="checkbox"/> Analyze two or more relationships or interactions. <input type="checkbox"/> Compare and contrast two or more relationships or interactions. <input type="checkbox"/> Analyze two or more accounts of the same event and find similarities and differences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is it important to explain the relationships or interactions in this text? <input type="checkbox"/> How does this process help our understanding? <input type="checkbox"/> Why is it important to refer back to text details as we look for connections? <input type="checkbox"/> How can we be sure our thinking is fully developed? <input type="checkbox"/> How can we organize our thinking? 	
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<p>5.RL.KID.3 Compare and</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Why should we 	<p>Reading Street Stories:</p>
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<p>contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</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"> <input type="checkbox"/> Analyze characters, settings, and events in the story using specific details from the text. <input type="checkbox"/> Compare and contrast the characters, settings, and events to more fully understand the text. 	<p>analyze the characters settings, and events in story?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does this help our comprehension? <ul style="list-style-type: none"> • Is it always necessary to compare and/or contrast the characters, setting, and events in a story? <input type="checkbox"/> Why is it important to support our thinking? 	<p>The Three Century Woman</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:</p> <ul style="list-style-type: none"> • 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. <input type="checkbox"/> Explain why the writer might have chosen that specific use of figurative language. 	<ul style="list-style-type: none"> • 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? 	
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<p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</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"> <input type="checkbox"/> Determine the meaning of words or phrases in my text using different strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we figure out the meaning of an unknown word or phrase in informational texts? <input type="checkbox"/> What other resources or strategies can we use in addition to context clues? 	
<p>5.RI.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</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"> <input type="checkbox"/> Connect the chapters, scenes, or stanzas in order to gain an understanding of the text. <input type="checkbox"/> Explain how the chapters, scenes, or stanzas fit together. <input type="checkbox"/> Explain why the author chose to use a certain pattern of organization for the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do the chapters/scenes/stanzas fit together? <input type="checkbox"/> What are the differences in structure between a story, drama, or poem? <input type="checkbox"/> Why did the author choose this particular organizational structure for this story? 	<p>Reading Street Stories: The Mystery of St. Matthew Island</p>
<p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes</p>	<p>I Can:</p> <ul style="list-style-type: none"> • Identify the structure and purpose of each text. • Choose the best 	<p>How should we organize the information from both texts?</p> <p>Can we compare information from text that</p>	

texts.	<p>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>organizer to help me work with both texts</p> <ul style="list-style-type: none"> • Compare and contrast both texts 	<p>have different organizational structures?</p> <p>Are there signal words that we can use to guide our thinking?</p>	
<p>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, fiction, folktale, myth, or poem.</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> <p>Explain how the visual and multimedia elements contribute to the meaning, tone, or beauty of the text.</p>	<p>How can using illustrations and words help us understand what we read?</p> <p>How can we use illustrations and text to show I understand the characters, setting or plot?</p> <p>How does visualizing help us understand what we are reading?</p>	
<p>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</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> <p>Locate information from various sources to answer a question or solve a problem.</p> <p>Analyze different sources to find answers to a question.</p> <p>Determine if the resource is reliable.</p>	<p>How can using information from the illustrations and words help us understand what we are reading?</p> <p>How do these sources support my thinking?</p> <p>Are all resources reliable?</p>	
<p>5.RL.IKI.9 Compare and contrast stories in the</p>	<p>English Language Development Standard 1</p>	<p>I Can:</p>	<ul style="list-style-type: none"> • How are texts in the same genre alike/different 	

<p>same genre on their approaches to similar themes and topics.</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>	<ul style="list-style-type: none"> • Use compare/contrast skills and strategies with stories of the same genre • Support my thinking about the relationships between two with evidence of the text and my knowledge of text structure. 	<ul style="list-style-type: none"> • What features make these texts alike/different? 	
<p>5.RI.IK1.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</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"> <input type="checkbox"/> Explain how the author uses reasons and evidence to support his/her points. <input type="checkbox"/> Explain how the author's organization helped connect reasons and evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can we organize our evidence? <input type="checkbox"/> Why does the author need to use evidence to support a position? <input type="checkbox"/> Are all reasons or evidence fact? 	
<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 	<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> <p>Introduce a topic, state an opinion, and choose an organizational structure that supports my purpose.</p> <p>Write a concluding statement that is connected to my stated opinion.</p> <p>provide 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</p>	<p>Writing an Opinion Piece Lesson Plan (with ppt.): https://sites.google.com/site/5thgrade/persuasivewriting/lesson-1-1</p> <p>Opinion Piece Graphic Organizer: http://images.epals.com/gc/projects/Biographies%20Explorer%20Expedition%20Opinion%20Writing%20Organizer%201-6.pdf</p>

<p>ideas are logically grouped to support the writer's purpose.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>		<p>that are supported by facts.</p> <p>Logically order my reasons.</p> <p>Use words and phrases that link my opinion and reasons.</p>	<p>hooked?</p>	
<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> <p>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</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> <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>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</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</p>	<p>I Can:</p> <p>Write with a clear purpose/task/audience.</p> <p>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?</p> <p>How can we be</p>	<p>Writing Planning Chart: http://www.eduplace.com/graphicorganizer/pdf/planning.pdf</p>

standards 1-3.)	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		sure our writing is meeting those needs?	
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>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: 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 constructive (helpful) feedback to others?</p>	Editing Checklist: http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf
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>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</p>	<p>I Can: 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? How can technology help us collaborate with others? Why does keyboarding</p>	Keyboarding Games: https://www.typing.com/typinggames

	success in the content area of Language Arts .		fluency help us with the writing process?	
5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	<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"> • Use a variety of resources to find information • Organize my notes • Summarize and paraphrase my information • Tell you (cite) where I found my information 	<ul style="list-style-type: none"> • How do we gather information from a variety of sources? • How can we organize our information so that we can use it? • Why is it important to write the facts in our words? 	
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. e. Use correlative conjunctions.	<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"> • Explain the purpose of conjunction • Explain the purpose of correlative conjunctions, or conjunctions that are paired for meaning • Use conjunctions in my speaking and writing 	How does using correct grammar help the listener or reader?	<p>Reading Street Stories: Journey to the Center of the Earth Ghost Towns of the American West At the Beach The Mystery of St. Matthew Island (L.5.1.a and e)</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. i. Use context as a clue to the meaning of a word or phrase.	<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,</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</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</p>	<p>It's Greek to Me! http://www.uen.org/Lessonplan/preview.cgi?LPid=13718</p> <p>Figurative Language Foldable: http://hojosteachingadventures.com/2012/04/figurative-language-foldable.html</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 digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>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>meaning of unknown words or phrases?</p>	<p><u>Reading Street Stories:</u></p> <p>Journey to the Center of the Earth (L.5.4.)</p> <p>Ghost Towns of the American West</p> <p>At the Beach (L.5.4.c)</p>
<p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Interpret figurative language, including similes and metaphors, in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Use the relationship between particular words to better understand each of the words.</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> <p>Explain the difference between similes and metaphors.</p> <p>Identify similes and metaphors in the text.</p> <p>Use context to help figure out the meaning of figurative language.</p> <p>Explain why the use of figurative language adds to the text.</p> <p>Use reference materials (dictionary, thesaurus, glossary, and online resources) to figure out a word.</p> <p>Use precise words in my speaking and writing.</p>	<p>Why did the author use figurative language in the text?</p> <p>How do you figure out the real meaning of figurative language?</p>	
<p>5.FL.VA.7c Acquire and</p>	<p>English Language</p>	<p>I Can:</p>	<p>How can I</p>	

<p>use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>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>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>organize new words so that I can remember and use them?</p> <p>Why is learning signal words helpful?</p>	
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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