



5th Grade English Language Arts Curriculum and Assessment Guide



2017-2018

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Assessment Windows	Required/Suggested	Reading Assessments	Phonics Assessments	Writing Assessments	Common Formative Assessments
Beginning of the Year Aug. 7-Aug. 25	REQUIRED	<ul style="list-style-type: none"> ❖ Administer Beginning Year Universal Screening Tests/Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ STAR 360 Reading Universal Screening Beginning of Year Assessment ➤ Benchmark Literacy Oral Reading Record 	<ul style="list-style-type: none"> ❖ Administer Placement Tests/Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ Benchmark Word Study Kit 3 Initial Screening & Placement (Form B) 		
Beginning of the Year Aug.7-Aug. 25	SUGGESTED	<ul style="list-style-type: none"> ❖ Benchmark Literacy Begin-Year Comprehension Strategy Assessment 		<ul style="list-style-type: none"> ❖ Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt - Narrative Writing (use <i>Writing Pathways</i> page 182 for prompt and page 183 for scoring rubric) 	
During/End of 1st grading period Aug. 7-Oct. 5	SUGGESTED	<ul style="list-style-type: none"> ❖ Benchmark Literacy Ongoing Comprehension Strategy Assessments (CSA) per unit <ul style="list-style-type: none"> ➤ Unit 1: Identify Stated & Unstated Main Idea & Supporting Details (CSA: 17-18) ➤ Unit 2: Identify Sequence of Events (CSA: 19-20) ❖ Benchmark Literacy Unit Assessments for Units 1 and 2 	<ul style="list-style-type: none"> ❖ Benchmark Word Study Units 1-6 Quick Check Assessments 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ Lucy Calkins' Units of Study Unit 1 Narrative Craft Published Narrative Writing (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ Benchmark Writing Unit 2 Published Historical Fiction (use <i>Benchmark</i> rubric) 	
During/End of 1st grading period	REQUIRED				<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on ELA Student Profile Folder at the end of Week 7 or the beginning of

Sept. 18-Sept. 29					<p>Week 8:</p> <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA): Narrative (typed-use TDOE rubric)
<p>Beginning of 2nd grading period</p> <p>Oct. 16-Oct. 20</p>				<ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> On-Demand Performance Assessment Prompt – Information Writing (use <i>Writing Pathways</i> page 128 for prompt and page 129 for scoring rubric) 	
<p>During/End of 2nd grading period</p> <p>Oct.16-Dec. 20</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 3: Make Inferences (CSA: 23-24) ➤ Unit 4: Summarize Information (CSA: 29–30) ➤ Unit 5: Compare & Contrast (CSA: 7–8) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 3-5 	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study</i> Units 7-15 Quick Check Assessments 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Units of Study Unit 2 The Lens of History</i> Published Informational writing (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing Unit 3</i> Published Research Reports use <i>Benchmark</i> rubric) 	
<p>During/End of 2nd grading period</p> <p>Nov. 20-Dec. 1</p>	REQUIRED				<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on ELA Student Profile Folder at the end of Week 6 or the beginning of Week 7: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA): Informational/ Explanatory (typed- use TDOE rubric)
<p>Beginning of Second Semester</p> <p>Jan. 2-Jan. 12</p>	REQUIRED	<ul style="list-style-type: none"> ❖ Administer/ Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading</i> Universal Screening Mid- Year Assessment ❖ <i>Benchmark Literacy</i> Oral Reading Record 			
				<ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units</i> 	

<p>Beginning of Second Semester</p> <p>Jan. 2-Jan. 12</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Mid-Year Comprehension Strategy Assessment 		<p><i>of Study</i> On-Demand Performance Assessment Prompt - Opinion Writing (use <i>Writing Pathways</i> page 86 for prompt and page 87 for scoring rubric)</p>	
<p>During/End of 3rd grading period</p> <p>Jan.3-Mar. 9</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 6: Identify Cause and Effect (CSA: 15-16) ➤ Unit 7: Draw Conclusions (CSA: 9-10) ➤ Unit 8: Evaluate Author's Purpose (CSA: 11-12) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 6-8 	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study</i> Units 16-24 Quick Check Assessments 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Units of Study Unit 3 Shaping Texts</i> Published Opinion Writing (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 1 Published Memoir (use <i>Benchmark</i> rubric) 	
<p>During/End of 3rd grading period</p> <p>Feb. 12-Feb. 23</p>	REQUIRED				<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on ELA Student Profile Folder at the end of Week 6 or the beginning of Week 7: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA): Opinion (typed-use TDOE rubric)
<p>During /End of 4th grading period</p> <p>Mar. 12-May 24</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 9: Distinguish and Evaluate Fact and Opinion (CSA: 13-14) ➤ Unit 10: Make Judgments (CSA: 25-26) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 9 and 10 ❖ <i>Benchmark Literacy</i> End-Year Comprehension Strategy Assessment 	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study</i> Units 25-32 Quick Check Assessments 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Units of Study Unit 4</i> Published Argument Writing The Research-Based Argument Essay (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 5 Published Persuasive Letter (use <i>Benchmark</i> rubric) 	

End of Year May 1-May 24	REQUIRED	❖ Administer/Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading Universal Screening End Of Year Assessment</i> ➤ <i>Benchmark Literacy Oral Reading Record</i> 	❖ Administer/Record and file results on ELA Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>Benchmark Word Study Kit 3 Posttest (Form B)</i> 		
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✚ Please note: Student copies of all REQUIRED Word Study and Writing assessments will be printed at Midway and delivered to schools prior to the assessment window.



Suggested Timeframes	Reading Workshop	Word Study	Writing Workshop	Integrated Unit Connections
Focus Standards for this Grading Period	<p><u>Reading Literature:</u> Key Ideas & Details -1,2,3</p> <p><u>Reading Informational Text:</u> Key Ideas & Details -1,2,3</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1</p> <p><u>Writing:</u> Production & Distribution of Writing-4</p>	<p><u>Foundational Literacy :</u> Phonics & Word Recognition-3a</p>	<p><u>Foundational Literacy :</u> Word Composition-4a, 4b Sentence Composition-6a-j</p> <p><u>Reading Literature:</u> Key Ideas & Details-3, Craft & Structure-5, 6</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1 Presentation of Knowledge & Ideas-4, 6</p> <p><u>Writing:</u> Text Type & Purposes-3</p>	
Ongoing Standards Addressed this Grading Period	<p><u>Reading Literature:</u> Craft & Structure-4, 5, 6 Knowledge & Ideas-9, Range of Reading-10</p> <p><u>Reading Informational Text:</u> Craft & Structure-4, 5, 6 Integration of Knowledge & Ideas-7, 8, 9 Range of Reading-10</p> <p><u>Foundational Literacy:</u> Phonics & Word Recognition-3a, Word Composition-4 Fluency-5a-c, Sentence Composition-6 Vocabulary Acquisition-7a, 7b, 7c</p> <p><u>Writing:</u></p>	<p><u>Foundational Literacy:</u> Fluency 5a,b, c Vocabulary Acquisition-7a, 7b, 7c</p>	<p><u>Foundational Literacy :</u> Vocabulary Acquisition-7a,b,c</p> <p><u>Reading Literature:</u> Craft and Structure -4,5 Integration of Knowledge & Ideas-9 Range of Reading-10</p> <p><u>Reading Informational Text:</u> Key Ideas & Details -1,2,3 Craft & Structure-4,5,6 Integration of Knowledge & Ideas-7, 8, 9 Range of Reading -10</p> <p><u>Speaking and Listening:</u></p>	

	6.W.RBPK.8, 5.W.RBPK.9, 5.W.RW.10 Speaking and Listening: Comprehension & Collaboration-2, 3, Presentation of Knowledge & Ideas-4,5, 6		5.SL.PK1.2 Writing: Production and Distribution of Writing-4, 5, 6 Research to Build & Present Knowledge-7, 8, 9. Range of Writing-10	
REQUIRED Assessments: Beginning of Year	❖ Administer Beginning of Year Tests/Record and file results on ELA Student Profile Folder: ➤ <i>STAR360 Reading Universal Screening Beginning of Year Assessment</i> ➤ <i>Benchmark Literacy Oral Reading Record</i>	❖ Administer Placement Tests/Record and file results on ELA Student Profile Folder: ➤ <i>Benchmark Literacy Word Study Kit 3 Initial Screening & Placement (Form B)</i>		
Suggested Assessments: Beginning of Year	❖ <i>Benchmark Literacy Begin-Year Comprehension Strategy Assessment</i>		❖ <i>Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt - Narrative Writing (use Writing Pathways page 182 for prompt and page 183 for scoring rubric)</i>	
Weeks 1-3 Aug. 7- Aug. 25	First Days of School: <i>Utilize pages 18-49 for specific lessons to get started with reading workshop.</i> ❖ Establish routines and procedures ❖ Administer Placement Test	First Days of School: ❖ Establish routines and procedures ❖ Administer Placement Tests	Making Sense of the Writer's Workshop: <i>Utilize pages 143-177 for specific lessons to get started with Writing Workshop.</i> ❖ Weeks 1-3: Establish routines and procedures ❖ Administer Placement Tests	Optional Instructional Unit <i>A Study of Author Pam Munoz Ryan</i> Unit: In this author study of Pam Munoz Ryan, students will discuss the author's characters, themes, and writing techniques in order to understand Ryan's overall style. Students also do research to learn how Ryan's life connects to what she writes. Students create their own narratives in Ryan's style and analyze how Ryan's techniques are demonstrated across
Weeks 4-6 Aug. 28-Sept.15	Benchmark Literacy Unit 1 Skills: ❖ Ask Questions ❖ Identify Stated & Unstated Main Idea & Supporting Details	Benchmark Word Study Kit 3: Unit 1 Skill: ❖ Prefixes (in-, un-, dis-, mis-) Unit 2 Skill: ❖ Prefixes (pre-, fore-, post-, after-) Unit 3 Skill: ❖ Prefixes (re-, ex-, in-, de-)	Narrative Writing Weeks 4-7: ❖ <i>Lucy Calkins' Writing Units of Study Unit 1: Narrative Craft</i> ❖ <i>Benchmark Writing Unit 2: Historical Fiction</i> (to supplement instruction in narrative writing)	

<p>Weeks 7-9 Sept. 18-Oct. 5</p>	<p><u>Benchmark Literacy Unit 2 Skills:</u></p> <ul style="list-style-type: none"> ❖ Determine Text Importance ❖ Identify Sequence of Events 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 4 Skill:</u></p> <ul style="list-style-type: none"> ❖ Prefixes (sub-, com-, pro-, en-) <p><u>Unit 5 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffixes (-y, -ly, -ily) <p><u>Unit 6 Skill:</u></p> <ul style="list-style-type: none"> ❖ Comparative suffixes (-er, -est, -ier, -iest) 	<p><u>Writing to Sources:</u></p> <ul style="list-style-type: none"> ❖ <u>Weeks 8 & 9:</u> Administer the WCDE Common Formative Assessment (CFA) at the end of week 7 or the beginning of week 8. Use the TDOE rubric to score. Allow time to conference with students and use data to inform your instruction for weeks 8 and 9. ❖ Utilize <i>Lucy Calkins' Writing Units of Study If...Then...Curriculum Book</i>, Benchmark Writing to Sources, SRSD strategies, and/or eduTOOLBOX.org resources to teach Narrative Writing in response to text(s) and prompt. 	<p>multiple stories. The critical thinking students employ in this author study will help them do similar kinds of comparative analyses of other authors.</p>
<p><i>Suggested Assessments:</i> During/End of 1st nine weeks</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy Ongoing Comprehension Strategy Assessments (CSA) per unit</i> <ul style="list-style-type: none"> ➢ Unit 1: Identify Stated & Unstated Main Idea & Supporting Details (CSA: 17-18) ➢ Unit 2: Identify Sequence of Events (CSA: 19-20) ❖ <i>Benchmark Literacy Unit Assessments for Units 1 and 2</i> 	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study Units 1-6 Quick Check Assessments</i> 	<ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Units of Study Unit 1 Narrative Craft Published Narrative Writing (use Writing Pathways resources Student Checklists and/or Rubrics to score)</i> ❖ <i>Benchmark Writing Unit 2 Published Historical Fiction (use Benchmark rubric)</i> 	
<p><u>REQUIRED Assessments:</u> During /End of 1st nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer/Record and file results on <u>ELA Student Profile folder:</u> Administer the WCDE Common Formative Assessment: Narrative at the end of week 6 or the beginning of week 7. Use the TDOE rubric to score. Allow time to conference with students and use data to inform your instruction for weeks 7 - 9. 			



Suggested Timeframes	Reading Workshop	Word Study	Writing Workshop	Integrated Unit Connections
Focus Standards for this Grading Period	<p><u>Foundational Literacy:</u> Vocabulary Acquisition-7a,b,c</p> <p><u>Reading Literature:</u> Key Ideas & Details -1,2,3 Integration of Knowledge & Ideas-7, 9</p> <p><u>Reading Informational Text:</u> 5 Key Ideas & Details -1,2,3 Craft & Structure- 5 Integration of Knowledge & Ideas-7</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1,2</p> <p><u>Writing:</u> Production & Distribution of Writing-4</p>	<p><u>Foundational Literacy:</u> Phonics & Word Recognition-3</p>	<p><u>Foundational Literacy:</u> Word Composition-4 Sentence Composition-6a-j</p> <p><u>Reading Information Text:</u> Key Ideas & Details 3 Craft & Structure- 5, 6 Integration of Knowledge & Ideas-7</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1 Presentation of Knowledge & Ideas-4, 6</p> <p><u>Writing:</u> Text Types & Protocol-2 Research to Build & Present Knowledge-7, 8, 9</p>	
Ongoing Standards Addressed this Grading Period	<p><u>Foundational Literacy:</u> Phonics & Word Recognition-3a Word Composition-4 Fluency-5 Sentence Composition-6</p> <p><u>Reading Literature:</u> Craft & Structure-4, 5, 6 Range of Reading-10</p> <p><u>Reading Informational Text:</u> Craft & Structure-4, 5 Integration of Knowledge & Ideas-8, 9</p>	<p><u>Foundational Literacy:</u> Word Composition-4 a Fluency-5abc Vocabulary acquisition- 7a , 7b, 7c</p>	<p><u>Foundational Literacy:</u> Vocabulary acquisition- 7c</p> <p><u>Reading Literature:</u> Key Ideas & Details-1, 2 Craft & Structure-4 Integration of Knowledge & Ideas- 9 Range of Reading-10</p> <p><u>Reading Informational Text:</u> Key Ideas & Details-1, 2, 3</p>	

	<p>Range of Reading -10</p> <p><u>Reading Foundational Skills:</u> Word Composition-4, Fluency 5a, b, c, Sentence Composition-6j Vocabulary Acquisition-7a</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-2, 3, Presentation of Knowledge & Ideas-4,5, 6</p> <p><u>Writing:</u> Research to Build & Present Knowledge-8, 9 Range of Writing-10</p>		<p>Craft & Structure-5, Integration of Knowledge & Ideas-8, 9, Rang of Reading-10</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-2</p> <p><u>Writing:</u> Production & Distribution-5, 6 Rang of Writing-10</p>	
Suggested Assessments: Beginning of 2nd grading period			<p>❖ <i>Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt – Informational Writing (use <i>Writing Pathways</i> page 128 for prompt and page 129 for scoring rubric)</i></p>	
Weeks 1-3 Oct.16- Nov. 3	<p><u>Benchmark Literacy Unit 3 Skills:</u></p> <ul style="list-style-type: none"> ❖ Visualize ❖ Make Inferences 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 7 Skill:</u></p> <ul style="list-style-type: none"> ❖ Noun suffixes (-er, -or, -ian, -ist) <p><u>Unit 8 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffixes (-ment, -less, -ness) <p><u>Unit 9 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffixes (-ary, -ery, -ory) 	<p><u>Informational/Explanatory Writing</u></p> <p><u>Weeks 1-6:</u></p> <ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study Unit 2: The Lens of History: Research Reports</i> ❖ <i>Benchmark Writing Unit 3: Informational Reports (to supplement instruction in informational writing)</i> 	<p><u>Optional Instructional Unit Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</u></p> <p><u>Shutting Out the Sky</u> Unit: Students read literary and informational texts to understand how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors. Students express their understanding of these ideas by explaining how the ideas are expressed and supported through the texts and by experiencing and documenting their own development</p>
Weeks 4-6 Nov.6-Nov. 24	<p><u>Benchmark Literacy Unit 4 Skills:</u></p> <ul style="list-style-type: none"> ❖ Fix-Up Monitoring ❖ Summarize Information 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 10 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffixes (-ty, -ity) <p><u>Unit 11 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffixes (-al, -ial, -ic) <p><u>Unit 12 Skill:</u></p> <ul style="list-style-type: none"> ❖ Adjective suffixes (-ful, -ous, -ous) 	<p><u>Writing to Sources:</u></p> <p><u>Weeks 7- 9:</u></p> <ul style="list-style-type: none"> ❖ Administer the WCDE Common Formative Assessment (CFA) at the end of week 6 or the beginning of week 7. Use the TDOE rubric to score. Allow time to conference 	
Weeks 7-9	<u>Benchmark Literacy Unit 5 Skills:</u>	<u>Benchmark Word Study Kit 3:</u>		

Nov. 27-Dec. 20	<ul style="list-style-type: none"> ❖ Determine Text Importance ❖ Compare & Contrast 	<p>Unit 13 Skill:</p> <ul style="list-style-type: none"> ❖ Verb suffixes (-en, -ize, -ify) <p>Unit 14 Skill:</p> <ul style="list-style-type: none"> ❖ Suffix -ion, no spelling change <p>Unit 15 Skill:</p> <ul style="list-style-type: none"> ❖ Suffix -ion and -ian, no spelling change 	<p>with students and use data to inform your instruction for weeks 7 - 9.</p> <ul style="list-style-type: none"> ❖ Utilize Lucy Calkins' Writing Units of Study If...Then...Curriculum Book, Benchmark Writing to Sources, SRSD strategies, and/or eduTOOLBOX.org resources to teach informational/Explanatory Writing in response to text(s) and prompt (s). 	of a classroom community. From Louisiana Believes grade 5 Guidebook
<p>Suggested Assessments: During /End of 2nd nine weeks</p> <p>Oct. 12- Dec. 16</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 3: Make Inferences (CSA: 23-24) ➤ Unit 4: Summarize Information (CSA: 29-30) ➤ Unit 5: Compare & Contrast (CSA: 7-8) ❖ <i>Benchmark Literacy</i> Mid-Year Comprehension Strategy Assessment ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 3-5 	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study</i> Units 7-15 Quick Checks 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Benchmark Writing Unit 3</i> Published Research Reports use <i>Benchmark</i> rubric) ❖ <i>Lucy Calkins' Units of Study Unit 2 The Lens of History</i> Published Informational writing (use Writing Pathways resources Student Checklists and/or Rubrics to score) 	
<p>REQUIRED Assessments: During/End of 2nd nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer/Record and file results on ELA Student Profile folder: <ul style="list-style-type: none"> ➤ Administer the WCDE Common Formative Assessment: Informational/Explanatory at the end of week 6 or the beginning of week 7. Use the TDOE rubric to score. Allow time to conference with students and use data to inform your instruction for weeks 7 - 9. 			



Suggested Timeframes	Reading Workshop	Word Study	Writing Workshop	Integrated Unit Connections
Focus Standards for this Grading Period	<p><u>Foundational Literacy:</u> Vocabulary Acquisition-7a,b,c</p> <p><u>Reading Literature:</u> Key Ideas & Details -1,2, 3 Craft & Structure-6</p> <p><u>Reading Informational Text:</u> 5 Key Ideas & Details -1,2,3 Integration of Knowledge & Ideas-7, 8,9</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1, 2 Presentation of Knowledge & Ideas-4</p> <p><u>Writing:</u> Production & Distribution of Writing-4</p>	<p><u>Foundational Literacy:</u> Phonics & Word Recognition-3a</p>	<p><u>Foundational Literacy:</u> Word Composition-4 Sentence Composition-6a-j</p> <p><u>Reading Literature:</u> Key Ideas & Details -1,2, 3</p> <p><u>Reading Information Text:</u> Integration of Knowledge & Ideas-8</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1 , 3 Presentation of Knowledge & Ideas-4 6</p> <p><u>Writing:</u> Text Types & Protocol-1</p>	
Ongoing Standards Addressed this Grading Period	<p><u>Foundational Literacy:</u> Phonics & Word Recognition-3a Word Composition-4 Fluency-5 Sentence Composition-6</p> <p><u>Reading Literature:</u> Craft & Structure-4, 5 Integration of Knowledge & Ideas- 7, 9, Rang of Reading-10</p> <p><u>Reading Informational Text:</u> Craft & Structure-4, 6 Range of Reading-10</p>	<p><u>Foundational Literacy:</u> Word Composition-4 a Fluency-5abc Vocabulary acquisition- 7a , 7b, 7c</p>	<p><u>Foundational Literacy:</u> Vocabulary acquisition- 7c</p> <p><u>Reading Literature:</u> Craft & Structure-4, 5, 6 Integration of Knowledge & Ideas-7, 9 Rang of Reading-10</p> <p><u>Reading Informational Text:</u> Key Ideas & Details-1, 2, 3 Craft & Structure-4,5, 6 Integration of Knowledge & Ideas-7, 9 Rang of Reading-10</p>	

	<p>Speaking and Listening: Comprehension & Collaboration-1, 3, Presentation of Knowledge & Ideas-5, 6</p> <p>Writing: Research to Build & Present Knowledge-8, 9 Range of Writing-10</p>		<p>Speaking and Listening: Comprehension & Collaboration-2, Presentation of Knowledge & Ideas -5</p> <p>Writing: Production & Distribution-5, 6 Research to Build & Present Knowledge-7, 8, 9 Rang of Writing-10</p>	
REQUIRED Assessments: Beginning of Second Semester	<ul style="list-style-type: none"> ➤ Administer/Record and file results on ELA Student Profile Folder: ➤ <i>STAR360 Reading</i> Midyear Universal Screening Assessment ➤ <i>Benchmark Literacy Oral Reading Record</i> 			
SUGGESTED Assessments: Beginning of Second Semester	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy Mid-Year Comprehension Strategy Assessment</i> 		<i>Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt – Opinion Writing (use Writing Pathways page 86 for prompt and page 87 for scoring rubric)</i>	
Weeks 1-3 Jan.2-Jan. 26	<p><u>Benchmark Literacy Unit 6 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Connections ❖ Identify Cause and Effect 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 16 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffix -ion, e-drop, and spelling change <p><u>Unit 17 Skill:</u></p> <ul style="list-style-type: none"> ❖ Suffixes -ation, -cation, -ition <p><u>Unit 18 Skill:</u></p> <ul style="list-style-type: none"> ❖ Consonant alternation 	<p><u>Opinion Writing Weeks 1-6:</u></p> <ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study Unit 3: Shaping Texts From Essay and Narrative to Memoir</i> ❖ <i>Benchmark Writing Unit 1: Memoirs</i> (to supplement instruction in memoir writing) 	<p><u>Optional Instructional Unit Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</u></p> <p>Becoming a Close Reader and Writing to Learn: Stories of Human Rights Becoming a Close Reader and Writing to Learn: Stories of Human Rights</p>
Weeks 4-6 Jan. 29-Feb16	<p><u>Benchmark Literacy Unit 7 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Inferences ❖ Draw Conclusions 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 19 Skill:</u></p> <ul style="list-style-type: none"> ❖ Vowel alternation: long to short <p><u>Unit 20 Skill:</u></p> <ul style="list-style-type: none"> ❖ Vowel alternation: long to short or schwa 	<p><u>Writing to Sources:</u></p> <ul style="list-style-type: none"> ❖ Weeks 7- 9: Administer the WCDE Common Formative Assessment (CFA) at the end of week 6 or the beginning of week 7. Use the TDOE rubric to score. Allow time to conference with students and use 	<p>Unit: What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students will develop their ability to read and understand complex text as</p>

		<p>Unit 21 Skill:</p> <ul style="list-style-type: none"> ❖ Suffix -ity, vowel alternation, schwa to short 	<p>data to inform your instruction for weeks 7 - 9.</p>	<p>they consider this question. Students will begin to build knowledge about human rights through a close read of the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with short firsthand accounts of people around the world who currently face human rights challenges. from engage^{ny}</p>
<p>Weeks 7-9 Feb. 20-March 9</p>	<p>Benchmark Literacy Unit 8 Skills:</p> <ul style="list-style-type: none"> ❖ Summarize and Synthesize ❖ Evaluate Author’s Purpose 	<p>Benchmark Word Study Kit 3:</p> <p>Unit 22 Skill:</p> <ul style="list-style-type: none"> ❖ Vowel alternations: long, short, and schwa <p>Unit 23 Skills:</p> <ul style="list-style-type: none"> ❖ Suffix -ion, vowel alternation, spelling change <p>Unit 24 Skill:</p> <ul style="list-style-type: none"> ❖ Number prefixes (mono-, uni-, bi-, tri-) 	<ul style="list-style-type: none"> ❖ Utilize Lucy Calkins’ Writing Units of Study If...Then...Curriculum Book, Benchmark Writing to Sources, SRSD strategies, and/or eduTOOLBOX.org resources to teach opinion writing in response to text(s) and prompt(s) 	
<p>Suggested Assessments: During/End of 3rd nine weeks</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy Ongoing Comprehension Strategy Assessments (CSA) per unit</i> <ul style="list-style-type: none"> ➢ Unit 6: Identify Cause and Effect (CSA: 15-16) ➢ Unit 7: Draw Conclusions (CSA: 9-10) ➢ Unit 8: Evaluate Author’s Purpose (CSA: 11-12) <p><i>Benchmark Literacy Unit Assessments for Units 6-8</i></p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study Units 16-24 Quick Check Assessments</i> 	<ul style="list-style-type: none"> ❖ <i>Writing Conference notes</i> ❖ <i>Benchmark Writing Unit 1 Memoir (use Benchmark rubric)</i> ❖ <i>Lucy Calkins’ Units of Study Unit 3 Shaping Texts Published Opinion Writing (use Writing Pathways resources Student Checklists and/or Rubrics to score)</i> 	
<p>Required assessments During /End of 3rd nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer/Record and file results on ELA Student Profile folder: Administer the WCDE Common Formative Assessment: Opinion at the end of week 6 or the beginning of week 7. Use the TDOE rubric to score. Allow time to conference with students and use data to inform your instruction for weeks 7 - 9. 			



Suggested Timeframes	Reading Workshop	Word Study	Writing Workshop	Integrated Unit Connections
Focus Standards for this Grading Period	<p><u>Foundational Literacy:</u> Vocabulary Acquisition-7a,b,c</p> <p><u>Reading Literature:</u> Key Ideas & Details -1,2, 3 Integration of Knowledge 7, 9</p> <p><u>Reading Informational Text:</u> 5 Key Ideas & Details -1,2,3 Integration of Knowledge & Ideas-7, 8,9</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1, 2 Presentation of Knowledge & Ideas-4</p> <p><u>Writing:</u> Production & Distribution of Writing-4</p>	<p><u>Foundational Literacy:</u> Phonics & Word Recognition-3a</p>	<p><u>Foundational Literacy:</u> Word Composition-4 Sentence Composition-6a-j</p> <p><u>Reading Informational Text:</u> Key Ideas & Details 1,2 Craft & Structure-5, 6 Integration of Knowledge & Ideas-8</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration-1 , 3 Presentation of Knowledge & Ideas- 4 6</p> <p><u>Writing:</u> Text Types & Protocol-1 Research to Build & Present Knowledge-7, 8, 9</p>	
Ongoing Standards Addressed this Grading Period	<p><u>Foundational Literacy:</u> Phonics & Word Recognition-3a, Word Composition-4 Fluency-5, Sentence Composition-6</p> <p><u>Reading Literature:</u> Craft & Structure-4, 5,6 Range of Reading-10</p> <p><u>Reading Informational Text:</u> Craft & Structure-4, 6 Range of Reading-10</p>	<p><u>Foundational Literacy:</u> Word Composition-4 a, Fluency-5abc, Vocabulary acquisition- 7a , 7b, 7c</p>	<p><u>Foundational Literacy:</u> Vocabulary acquisition- 7c</p> <p><u>Reading Literature:</u> Craft & Structure-4, 5, 6 Integration of Knowledge & Ideas-7, 9 Range of Reading-10</p> <p><u>Reading Informational Text:</u> Key Ideas & Details-1, 2, 3 Craft & Structure-4,5, 6 Integration of Knowledge & Ideas-7, 9 Range of Reading-10</p>	

	<p>Speaking and Listening: Comprehension & Collaboration-1, 3, Presentation of Knowledge & Ideas-5, 6</p> <p>Writing: Research to Build & Present Knowledge-8, 9 Range of Writing-10</p>		<p>Speaking and Listening: Comprehension & Collaboration-2, Presentation of Knowledge & Ideas -5</p> <p>Writing: Production & Distribution-5, 6 Range of Writing-10</p>	
<p>Weeks 1-3 Mar. 12-Apr.6</p>	<p><u>Benchmark Literacy Unit 9 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Connections ❖ Distinguish and Evaluate Fact and Opinion 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 25 Skill:</u></p> <ul style="list-style-type: none"> ❖ Size prefixes (micro-, mega-, super-, hyper-) <p><u>Unit 26Skill:</u></p> <ul style="list-style-type: none"> ❖ Greek roots (tele, phon, photo, graph) <p><u>Unit 27 Skill:</u></p> <ul style="list-style-type: none"> ❖ Greek roots (geo, therm, scope, meter, logy) 	<p><u>Argument Writing Weeks 1-5:</u></p> <ul style="list-style-type: none"> ❖ <u>Lucy Calkins' Writing Units of Study Unit 4: The Research-Based Argument Essay</u> ❖ <u>Benchmark Writing Unit 4: Persuasive Letters</u> (to supplement instruction in persuasive writing) <p><u>Additional Writing Units Weeks 6- 9:</u></p> <ul style="list-style-type: none"> 🌈 Utilize Lucy Calkins' Writing Units of Study If...Then...Curriculum Book, and Benchmark Writing to Sources, and Preview 6th Grade ELA writing standards with students. 	<p><u>Optional Instructional Unit Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</u></p> <p><u>Expert Pack: Standing Up for Civil Rights</u> Unit: What was it like to be a young person during the American Civil Rights Movement? This unit will help students gain an understanding of one the first challenges in the Civil Rights Movement in 1955 and how it sparked a series of boycotts that helped to change some of the segregation laws in the south.</p>
<p>Weeks 4-7 Apr. 9-Apr. 27</p>	<p><u>Benchmark Literacy Unit 10 Skills:</u></p> <ul style="list-style-type: none"> ❖ Ask Questions ❖ Make Judgments 	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 28 Skill:</u></p> <ul style="list-style-type: none"> ❖ Latin roots (spect, port, form) <p><u>Unit 29 Skill:</u></p> <ul style="list-style-type: none"> ❖ Latin roots (dic, aud, vis) <p><u>Unit 30 Skill:</u></p> <ul style="list-style-type: none"> ❖ Words from other languages 		
<p>Weeks 8-9 Apr. 30-May 24</p>	<p>Preview 6th Grade ELA Standards with students</p>	<p><u>Benchmark Word Study Kit 3:</u></p> <p><u>Unit 31Skill:</u></p> <ul style="list-style-type: none"> ❖ Acronyms and Initializations <p><u>Unit 32 Skill:</u></p> <ul style="list-style-type: none"> ❖ Abbreviations 		
<p>Suggested Assessments:</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy Ongoing Comprehension</i> 	<ul style="list-style-type: none"> ❖ <i>Benchmark Word Study Units 25-32 Quick Checks</i> 	<ul style="list-style-type: none"> ❖ <i>Writing Conference notes</i> 	

<p>During/End of 4th nine weeks</p>	<p>Strategy Assessments (CSA) per unit</p> <ul style="list-style-type: none"> ➤ Unit 9: Distinguish and Evaluate Fact and Opinion (CSA: 13-14) ➤ Unit 10: Make Judgments (CSA: 25-26) <p>❖ <i>Benchmark Literacy Unit Assessments for Units 9 and 10</i></p> <p>❖ <i>Benchmark Literacy End-Year Comprehension Strategy Assessment</i></p>	<p>Assessments</p>	<p>❖ <i>Lucy Calkins' Units of Study Unit 4 The Research-based Argument Essay</i> Published Argument Writing (use Writing Pathways resources Student Checklists and/or Rubrics to score)</p> <p>❖ <i>Benchmark Writing Unit 5</i> Published Persuasive Letter (use <i>Benchmark</i> rubric)</p>	
<p>REQUIRED Assessments: End of 4th nine weeks</p> <p>May 1-May 25</p>	<p>Administer/Record and file results on <i>ELA Student Profile Folder:</i></p> <ul style="list-style-type: none"> ➤ <i>STAR360 Reading Universal Screening End of Year Assessment (online administration)</i> ➤ <i>Benchmark Literacy Oral Reading Record</i> 	<p>Administer/Record and file results on <i>ELA Student Profile Folder:</i></p> <ul style="list-style-type: none"> ➤ <i>Benchmark Word Study Kit 3 Posttest (Form B)</i> 		

REQUIRED-STAR360 Reading Universal Screening Assessment

❖ Universal Screener: STAR360 Reading

- Beginning of Year (online administration)
- Midyear (online administration)
- End of Year (online administration)

Beginning of Year Information: Students will complete the **STAR360 Reading Beginning of Year Assessment** online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the **ELA Student Profile Folder**. (Percentile Rank and Grade Equivalent scores are found on the Student Diagnostic Report, NCE found on the Parent Report.) Use results to inform instruction and/or intervention.

Midyear Information: Students will complete the **STAR360 Midyear Assessment** online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the **ELA Student Profile Folder**. (Percentile Rank and Grade Equivalent scores are found on the Student Diagnostic Report, NCE found on the Parent Report.) Use results to adjust instruction and/or intervention.

End of Year Information: Students will complete the **STAR360 Reading End of Year Assessment** online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the **ELA Student Profile Folder**. (Percentile Rank and Grade Equivalent scores are found on the Student Diagnostic Report, NCE found on the Parent Report.) Print the final Student Diagnostic Report and file a copy in the **ELA Student Profile Folder**.

According to **Response to Instruction and Intervention (RTI²), students scoring below 25% on the Universal Screener may be considered for Tier II instruction. Please note: STAR360 Reading data is only source of information to use when determining Rt² status. Use the WCDE triangulation of data process before making student placement decisions.*

REQUIRED *Benchmark Literacy* Word Study and Vocabulary Assessments

❖ Word Study Kit 3-

- Initial Screening and Placement Assessment Form B Pretest
- Initial Screening and Placement Assessment Form B Posttest

Form A Pretest Information: Instructions and copies of necessary forms are located in *Benchmark Literacy's Word Study Kit 3 Overview and Assessment Handbook*. This assessment is administered with small groups of students or the entire class at the same time. Have a copy of the *Student Recording/Scoring Form* ready for each student. Copies of these will be delivered from Midway at the beginning of the school year. Teachers will need a copy of the master word list for **Form B**, found on pages 27-28 in the **Overview and Assessment Handbook**. Explain to students that you will be calling out words one at a time and using each word in a sentence. Students are to write each word on their recording forms. Collect students' recording forms after conducting the assessment. Score the *Initial Screening and Placement Assessment Form B Pretest*. (The maximum score is 100 points, 2 points per word.) If the entire word is spelled correctly, score it as 2 points. If the word is misspelled but the feature is spelled correctly, score it as 1 point. (See underlined features of each word on the master word list.) If the word and the feature are misspelled, score it as 0 points. Document any errors (misspelled words and/or features). Total the score for the assessment. Record the total score at the bottom of the page. File the *Student Recording/Scoring Form* in each student's *ELA Student Profile Folder*. This form will be used again for the Posttest. Use results to inform instruction.

Form B Posttest Information: This assessment is administered following the same guidelines as the Pretest. Have a copy of the *Student Recording/Scoring Form* ready for each student. Copies of these will be delivered from Midway. Teachers will need a copy of the master word list for **Form B**, found on pages 27-28 in the **Overview and Assessment Handbook**. This is the same word list previously used for the Pretest. Explain to students that you will be calling out words one at a time and using each word in a sentence. Students are to write each word on their recording forms. Collect students' recording forms after conducting the assessment. Score the *Initial Screening and Placement Assessment Form B Posttest*. (The maximum score is 100 points, 2 points per word.) If the entire word is spelled correctly, score it as 2 points. If the word is misspelled but the feature is spelled correctly, score it as 1 point. (See underlined points. Document any errors (misspelled words and/or features). Total the score for the assessment. Record the total score at the bottom of the page. File the *Student Recording/Scoring Form* in each student's *ELA Student Profile Folder*.

REQUIRED *Benchmark Literacy* Oral Reading Records

❖ Universal Screener: Oral Reading Records

- Beginning of Year
- Midyear
- End of Year

Benchmark Literacy Oral Reading Record Information:

Regularly observing and accurately recording students' reading is a best practice in monitoring progress and determining appropriate instruction to cover a wide variety of literacy skills, including reading ability in regard to accuracy, comprehension, and fluency.

Benchmark Oral Reading Records help you:

- Identify a reader's strengths and needs.
- Select appropriately leveled texts for small-group instruction.
- Determine specific skills and strategies to focus on during reading instruction.
- Assess and monitor student reading across many reading levels.
- Provide a standardized way to talk to families and students about reading progress.

The **Benchmark Literacy Oral Reading Records** set includes Level **Screening Passages**, located in the handbook. These short passages are designed to guide teachers to the most appropriate level at which to begin assessing each student. After determining a starting level, teachers may then choose a text and administer an **Oral Reading Record** to individual students using the texts and forms provided in the **ORR** kit.

Three **Benchmark Literacy Oral Reading Records** are administered per student throughout the school year. Results are to be recorded and filed in the **ELA Student Profile Folder**. Following each required **Benchmark Literacy Oral Reading Record**, teachers are to conference with individual students to determine strengths and areas to strengthen in reading.

Additional assessments beyond the required Beginning, Middle, and End of Year are not mandatory for every student. However, they provide valuable insight into student abilities. If choosing to use these assessments, document and file forms in **ELA Student Profile Folders**. Use results to inform reading instruction.

REQUIRED

WCDE Common Formative Assessments (CFAs)

State Assessment Information:

- Fifth grade students will participate in Part I of the state assessment in April 2018 in which students will encounter complex texts and prompts requiring evidence to support their writing. More information will be provided throughout the school year. For updates, visit the “Assessment” tab at www.tn.gov/education.
- To prepare for Part I of the writing assessment, students must have opportunities to develop keyboarding skills, build stamina for reading complex texts, and regular practice writing sources. Teachers are to spend several weeks of instruction on a type of writing during Writing Workshop in class daily.
- In an effort to make the best use of resources, our district will employ curriculum and strategies from *Benchmark Writer’s Workshop*, *Lucy Calkins’ Units of Study for Writing*, as well as *SRSD* and *Writing to Sources*. Utilize the timeline provided in the pacing guides to ensure adequate practice with narrative, informational/explanatory, and opinion writing before the April administration of Part I of the state assessment.

*Please note these are the *minimum* requirements for writing instruction and assessment. Teachers are encouraged to supplement writing instruction based on the needs of the students. Additional stimuli and prompts can be found at the eduTOOLBOX.org website.

WCDE Common Formative Assessment Information:

- **WCDE Common Formative Assessments (CFAs)** reflect the shifts of the Tennessee Standards and emphasize the following skills:
 - Reading and comprehending grade-level complex text
 - Writing in response to sources, including incorporating textual evidence into an analysis or argument
- **WCDE CFAs** will be structured as follows:
 - Students will read **two** complex informational texts. Texts will cover **social studies** or **science** topics in order to demonstrate the range of informational reading possible in a rigorous curriculum.
 - Students will answer **comprehension questions** designed to promote thinking and understanding of the text prior to the writing prompt.
 - Students will write **one** essay about both texts. The essay will be narrative, informational/explanatory, or opinion based.
- **WCDE Common Formative Assessments (CFAs)** are to be administered at the BEGINNING of each Writing-to-Sources genre study. Copies of student assessments will be delivered from Midway prior to each assessment window. Teachers may read aloud directions for each

assessment. Teachers are to score these assessments using the trait-based rubrics from the state department.

- After scoring each assessment, teachers will conference with individual students to determine strengths and areas to strengthen in reading and writing. Record assessment data on the **ELA Student Profile Folder**, as seen in the table below. Then file the student’s work in the **ELA Student Profile Folder**. Use the information from student results to inform writing instruction for the remainder of the genre study.

Timeline/Testing Window	Writing Genre/Type	Total Points Section One (Comprehension Questions)	Total Points Section Two (Writing Traits 1-4)				Total Score (Sections One and Two Combined)
1st nine weeks Sept. 18-Sept. 29	Writing to Sources: Narrative		F/O	D	L	C	
2nd nine weeks Nov. 20-Dec. 1	Writing to Sources: Informational/ Explanatory		F/O	D	L	C	
3rd nine weeks Feb 12-Feb. 23	Writing to Sources: Argument		F/O	D	L	C	

For additional Common Formative Assessment supports, visit our CFAs Padlet at: <https://padlet.com/sheltona1/CFAsJune2016>

These resources were contributed by Third through Sixth grade teachers in Washington County, beginning June 2016. Please add additional resources to share with others throughout the school year! Simply find a space, double click, and share.

Suggested *Benchmark Literacy* *Comprehension Strategy Assessments*

❖ Comprehension Strategy Assessments:

- **Pretest, Midyear, Posttest (paper/pencil or online administration)**
- **Ongoing Comprehension Strategy Assessments (paper/pencil or online administration)**
- **Unit Assessments**

Students can complete the *Comprehension Strategy Assessment* online or paper/pencil. Teacher instructions, answer key, and copy of the tests are located in the **Comprehension Strategy Assessment** book in the *Benchmark Literacy Teacher Toolkit* or online at **Benchmark Universe**. Teachers may read aloud test directions, but students must read all passages, test questions, and answer choices independently. If choosing to use these assessments, please file the assessment results on the *ELA Student Profile Folder*.

Pretest, Midyear, and Posttest Information:

These assessments can be administered online or paper/pencil version. Teacher instructions, answer key, and copy of the tests are located in the **Comprehension Strategy Assessment** book in the *Benchmark Literacy Teacher Toolkit* or online at Benchmark Universe. Teachers may read aloud test directions, but students should read all text (passages, questions, and answer choices) independently. These assessments are not required for every student. However, they provide valuable insight into student abilities, and can be used to plan instruction, make curriculum decisions, and select reading materials to match students' needs. Please note: Posttests should be administered following instruction in all ten units of *Benchmark Literacy* as a final evaluation of student progress as compared to Pretest data. If choosing to use these assessments, please file assessment results in the *ELA Student Profile Folder*. Use results to adjust instruction.

Ongoing Comprehension Strategy Assessment Information:

These assessments are to be administered periodically throughout the school year. They can be administered online or paper/pencil version. Teacher instructions, answer key, and copy of the tests are located in the **Comprehension Strategy Assessment** book in the *Benchmark Literacy Teacher Toolkit* or online at Benchmark Universe. These assessments are not required for every student. However, they provide valuable insight into student abilities, and can be used to plan instruction, make curriculum decisions, and select reading materials to match students' needs. If choosing to use these assessments, please file assessment results in the *ELA Student Profile Folder*. Use results to adjust instruction.

Unit Assessment Information:

These assessments are to be administered at the conclusion of each unit. They are a paper/pencil assessment. Teacher instructions, answer key, and copy of the tests are located in the **Resources** tab online at *Benchmark Universe*. These assessments are not required for every student. However, they provide valuable insight into student abilities, and can be used to plan instruction, make curriculum decisions, and select reading materials to match students' needs. If choosing to use these assessments, please file assessment results in the *ELA Student Profile Folder*. Use results to adjust instruction.

SUGGESTED *Benchmark Literacy* Word Study & Vocabulary Assessments

❖ Word Study Kit 3-

➤ Unit Quick Checks

Suggested Unit Quick Checks Assessment Information: Instructions and copies of necessary forms for **Unit Quick Checks** are located at the end of each unit in *Benchmark Literacy’s Word Study Kit 3*. These assessments are not required for every student. However, they provide valuable insight into student abilities and can be used as additional data for progress monitoring. If choosing to use these assessments, make copies of **Unit Quick Check** form. Follow the directions printed at the top when administering assessments. File forms in *ELA Student Profile Folders*. Use results to inform word study and vocabulary instruction.

Suggested - *Benchmark Writing* Unit Assessment Tools

Unit Writing Assessment Tools:

- Genre Checklists
- Genre Evaluation Rubrics

In an effort to make the best use of resources, our district will utilize both *Benchmark Writer's Workshop* as well as writing assessments provided by WCDE. Please note: *Benchmark Writer's Workshop* units will be taught out of order in which they appear in the *Teacher Resource System* Manual. Utilize the timeline provided in the pacing guides to ensure adequate practice with all types of writing before the February administration of Part I of the **TNReady** assessment.

For **Benchmark Writer's Workshop** units, use the sample four-week pacing schedule to plan for instruction. Students can publish a piece of writing at the end of each genre study. Teachers will use the trait-based evaluation rubrics found at the end of each unit to score the published writing.

Genre Checklists:

Checklists for each genre are located at the end of each unit of study in the *Benchmark Writer's Workshop Teacher Resource System* manual. Genre checklists help students become independent evaluators of their own writing. After completing a genre, students use the appropriate genre checklist to remind themselves of the teaching points shared during instruction. Students then compare their genre writing sample to the areas identified on the checklist. Items marked "No" may be items to revise and edit before submitting a final copy. If choosing to use these checklists, please file results in the *ELA Student Profile Folder*. Use this information to adjust instruction.

Genre Evaluation Rubrics:

Rubrics for each genre are located at the end of each unit of study in the *Benchmark Writer's Workshop Teacher Resource System* manual. Genre rubrics allow teachers to formally assess a piece of student writing after he or she has completed the Genre Checklist and made the appropriate edits and revisions. The rubrics contain information for three components of student writing: (1) planning and implementation, (2) evidence of genre characteristics, and (3) grammar, usage, and mechanics. Each component receives a score of 1-4. Use the chart below to help determine each score. If choosing to use these rubrics, please file results in the *ELA Student Profile Folder*. Use this information to adjust instruction.

Score	Definition	Level of Understanding
4	Above Expectations	Student demonstrates a thorough understanding of the specific concepts of the writing assignment and provides evidence of thoughtful insight into the process.
3	Meets Expectations	Student demonstrates a thorough understanding of the specific concepts of the writing assignment, but does not extend the activity in a thoughtful way.
2	Below Expectations	Student demonstrates an incomplete understanding of the specific concepts of the writing assignment. Gaps are obvious.
1	Does Not Meet Expectations	Student demonstrates complete misunderstanding of the specific concepts of the writing assignment.

Suggested –Lucy Calkins’ *Units of Study in Argument, Information, and Narrative Writing*

Unit Writing Assessment Tools:

- On-Demand Performance Assessment Prompts
- Learning Progressions
- Student Writing Checklists
- Teaching Rubrics
- Annotated Writing Developed through the Progression

In an effort to make the best use of resources, our district will utilize both **Lucy Calkins- *Units of Study in Argument, Information, and Narrative Writing*** instruction, SRSD Strategies, as well as writing to sources. Please note: **The Units of Study** will be taught in the order in which they appear in the Lucy Calkins Units of Study Kit.

Each unit of study book represents about five weeks of instruction. Reference the sample pacing schedule located on the inside front cover of each unit of study book. Students can publish a piece of writing at the end of each unit of study. Teachers will use the teaching rubrics found in ***Writing Pathways: Performance Assessments and Learning Progressions*** to score the published writing.

All the tools you need to assess your students’ writing—and have students assess themselves—can be found in ***Writing Pathways: Performance Assessments and Learning Progressions***. To become familiar with the different tools available to you, you might first read pp. 6–18 in *Writing Pathways*. This will provide you with an overview of each tool, and how the tools work together to form a robust assessment system.

On-Demand Performance Assessment Prompts:

These three prompts (narrative, information, and argument) direct students to compose the best piece of writing they can in a fixed period of time. The resulting pieces can then be assessed using the learning progressions and rubrics.

Learning progressions:

These are written to communicate expectations to students and teachers. These learning progressions not only help you track students’ progress across the three kinds of writing, locating a student’s current level of work and the next steps the student should take, but they also help you see the cross-currents between the three types of writing, so that you can help a student realize that lessons learned in narrative writing can transfer to information writing, and so forth.

Student Writing Checklists:

Student-friendly checklists for each type of writing are located in *The Units of Study: Writing Pathways*. The writing checklists help students become independent evaluators of their own writing. These checklists allow students to assess their own writing and set goals. After completing a genre, students use the appropriate genre checklist to remind themselves of the teaching points shared during instruction. Students then compare their genre writing sample to the areas identified on the checklist. If choosing to use these checklists, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Teaching Rubrics:

These rubrics, grounded in the learning progressions, use numbers corresponding to grade levels and give appropriate weight to each category, so that you can derive a point score for each student's work in a particular type of writing, as well as track students' progress statistically. The grade-specific rubrics (provided for each genre) can be used to assess both on demand writing and students' published writing. If choosing to use these rubrics, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Annotated Writing Developed through the Progression:

Leveled Writing Examples-Two sets of carefully selected benchmark student writing samples for each type of writing, at each grade level. The two texts at each grade represent different but equivalent ways for a student to be "at standard" for that grade level.

Writing Workshop Tools:

- Setting Up and Provisioning the Writing Workshop
- Structures and Management Systems
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Setting Up and Provisioning the Writing Workshop:

Teaching writing does not require elaborate materials or special classroom arrangements. However, you will want to consider how you might set up your classroom for an effective writing workshop. You will want to have a space for gathering (the meeting area); a space for writing and conferring (work areas); and a writing center (to house writing tools and resources). For more on provisioning a writing workshop, see Chapter 5 in the *Guide to the Common Core Writing Workshop*.

Structures and Management Systems:

To teach writing, you need to establish the structures and expectations that ensure that all students will continue working throughout the writing workshop on their own. For more on structures and management, see Chapter 6 in the *Guide to the Common Core Writing Workshop*.

Sample Launching Lesson:

Connection:

Today we will be introducing to the Writer's Notebook. "The Writer's Notebook is the "tool" we use during Writer's Workshop. Today we will take a look at the WRITER'S NOTEBOOK, a place for you write down, collect and develop our ideas and thoughts about the world, things that are of interest to you, things you know a lot about but want to know more and real world topics you LOVE. The notebook is the place to sketch, draw, jot, list and write about what we see, hear feel and observe in the world. Today we are going to set up our Writer's Notebooks for our independent writing."

Teaching:

For the next two days, we will use these skills to create writings in our notebooks.

Text to Use "What Is A Writer's Notebook Anyway?" from Ralph Fletcher's: A Writer's Notebook: Unlocking the Writer Within You.

1. Bring YOUR OWN notebooks and take the students on a tour of you notebook, talking with them about your own "writing lives". Demonstrate how your notebook is personalized with artifacts that reflect who you are as a writer (photos, pictures, quotes etc...) Show how you document your writing with your name and date for each entry. Read a few excerpts from your entries.

2. READ ALOUD/THINK ALOUD: Read "What Is A Writer's Notebook Anyway?" to the students focusing on the quote: "A writer's notebook gives you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of the day.

Active Engagement:

TRY IT CHART: WHAT IS A WRITER'S NOTEBOOK ANYWAY/ WHAT DOES IT LOOK LIKE?

WHAT DOES IT SOUND LIKE?

"When I say NOW, make a list of ways you will make your WRITER'S NOTEBOOK your own in your notebook, using the chart to as a tool to help. When you hear 5-4-3-2-1, share your list with your partner."

Link:

Since we will be using our Writer's Notebooks every day, let's start now. You have 10 – 15 minutes to create and design your WRITER'S NOTEBOOK. Think about the cover, both front and back, think about the first page. For your first entry on your first page, you can write about having YOUR OWN WRITER'S NOTEBOOK."

Debrief:

Select two to three students to share their notebooks and how they went about creating their notebooks.

Optional Instructional Units

CURRICULUM UNITS

Teachers may choose to use the units as curricular resources to support the Tennessee State Standards. Units are composed of multiple texts in which students use claims, evidence, and reasoning to share their thinking in understanding concepts. Unit activities have been built to encourage creativity and leadership development with the goal of empowering students with awareness and responsibility of their own learning. The units are strongly focused on deep analysis of texts in ways that encourage the expression and defense of personal thinking. Approaches to literacy focus on independent questioning of texts, making one’s own claims about texts and defending them with evidence, developing inquiry questions and employing independent research to deepen understanding, and constructing personal logical arguments to explain one’s perspective.

The units are not intended to be comprehensive curricula. Instead, teachers should see these units as an extended, rigorous series of activities focused on building a discrete set of student skills. We have deliberately chosen units that emphasize some of the key shifts—and greatest areas of need for our students—such as comprehending complex informational texts, following the contours of a nuanced argument, and incorporating textual evidence into writing.

The sequence of instruction has been designed to engage all students in instruction aligned to the Tennessee State Standards. The text choices in this series combined with a purposeful sequence of instruction in each unit work together to bring ALL students, including ELL students and those reading below grade level, into productive struggle with texts, collaborative conversation, and evidence-based writing. Activities, pedagogical notes, worksheets, and handouts have been designed to aid the learning of diverse students.

****Please note: It is up to each individual teacher to assess the content and appropriateness of each unit for alignment to standards and needs of students.***

EduTOOLBOX Resources:

To access these units, follow the directions below:

URL: <http://www.edutoolbox.org>

Scroll down and click “TENNESSEE TOOLS.”

Click on “Instructional Resources” in the ELA/Literacy section.

Locate your grade level and choose “Additional Resources.”

Choose appropriate Unit per grading period to access teacher instructions, texts, and activities.

- ❖ 1st nine weeks: Optional: [TNCORE ELA Instructional Unit: A Study of Author Pam Munoz](#)
Please note: You will need to create an account to access locked materials. Optional Close Reading Tasks are available on this same website.

Louisiana Believes Guidebook for grades 3-5:

To access these units, follow the directions below:

URL: <https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>

Scroll down to “ELA Guidebooks 1.0”

Click on the grade level specific guidebook as listed below.

(Each unit below is hyperlinked in the pacing guide if using the online version of this document.)

❖ 2nd nine weeks: [Shutting Out the Sky](#)

*Please note: Updated Guidebooks are available [here](#). These are “ELA Guidebooks 2.0” and require a username and password for LearnZillion. This is a free site, but you will need to create an account to access all materials. Updated materials include online resources, visuals, and free downloads.

EngageNY:

To access these units, follow the directions below:

URL: <https://www.engageny.org/>

Select your grade level.

Navigate through the available units using the “Curriculum Map” box on the left.

❖ 3rd nine weeks: [Becoming a Close Reader and Writing to Learn: Stories of Human Rights](#)

Achieve the Core:

To access these units, follow the directions below:

URL: <http://achievethecore.org/>

Use the search function to search for topics.

(The unit below is hyperlinked in the pacing guide if using the online version of this document.)

❖ 4th nine weeks: [Standing Up for Civil Rights \(Grade 5 Expert Pack\)](#)

*Please note: Some functions at the site require a username and password. This is a free site, but you will need to create an account to access all materials, including lesson plans and tasks, online resources, visuals, and downloads.