

Sample English Language Arts Learning Plan

Big Idea/Topic

Details and Quotes in a Story

Standard Alignment

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELAGSE5W8: 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.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Inferencing Chart](#)
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [Don't Say Ain't](#) by Irene Smalls
 - [I Am a Booger... Treat Me With Respect!](#) by Julia Cook
 - [This School Year Will Be the BEST!](#) by Kay Winters
 - [What If Everybody Did That?](#) by Ellen Javernick
 - [A Bad Case of Stripes](#) by David Shannon
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.

- Why is it important for students to listen/read the details and quotes to infer what is going to happen or what a character is going to do in the story?
- Read aloud (you do not have to read entire text) to the class, and then discuss what an inference skill is. Use the [inferencing chart](#) to go through each part of the chart and model how to complete based on what was read. Ask students to help complete the chart. Also address all unknown words or figurative language in the story.
- Have students work with a partner and share 1 detail or example from the text. Make the connection between the importance of asking questions and using the details can help readers draw inferences about a story.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details or inferences to add to your list.

Provide students an opportunity to brainstorm their own inference about the story. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers make inferences when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Sessions**
- **Inference Skills—provide informational reading passages and have students in small group practice the strategy shared in whole group using the [inferencing chart](#)**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read our story and see if any of our questions are answered. We will also brainstorm new questions during the story.



Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned

Suggestions for Differentiation:

- Allow students to use the teacher's modeled question as a guide to help brainstorm their own question.
- Direct students to use a specified question word to ask their question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Inferencing Chart](#)
- Free informational reading passages from [ReadWorks.org](#)
- "Just right" books or the following resource for selecting "just right" books at home: [Finding "Just Right" Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)

Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Fist to Five Strategy: The student will display a certain number of fingers to show their comfort level of understanding:
 - 5 fingers-I understand and can teach to a peer
 - 4 fingers-I understand
 - 3 fingers-I understand but I still have a few questions
 - 2 fingers-I understand some of the information
 - 1 finger-I am totally lost

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Student Learning Supports

- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide scenarios or guesses where students will have to use their prior knowledge and the clues you provide for them to make an inference.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Family games which help promote questioning and inferring skills like Jeopardy, Hollywood Squares
- Student read to parent and the ask open-ended questions



Sample English Language Arts Learning Plan

Big Idea/Topic

Figurative Language and Stories

Standard(s) Alignment

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELAGSE5W8: 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.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Figurative Language](#) Chart
- Chart Paper
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [Don't Say Ain't](#) by Irene Smalls
 - [I Am a Booger... Treat Me With Respect!](#) by Julia Cook
 - [This School Year Will Be the BEST!](#) by Kay Winters
 - [What If Everybody Did That?](#) by Ellen Javernick
 - [A Bad Case of Stripes](#) by David Shannon
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson—what is figurative language and how it impacts a story.
- Why super readers need to know the relationship between the story and the language.
- Before you read, discuss the [figurative language](#) chart. Provide students with sticky notes and tell them while you read to write down any questions and figurative language they hear in the story. Read the story aloud. After reading discuss and answer the questions, next chart the different figurative language the students heard in the story and discuss the why for each.
- Talk and turn with a partner what is your favorite type of figurative language and why.
- Make the connection between language and how they relate to what we read as super readers.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional examples of figurative language to add to your list.

Provide students an opportunity to brainstorm their own figurative language related to the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers know and understand the figurative language when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Figurative Language Sort—provide a variety of poems and have students find different types of figurative language and sort them using the [figurative language](#) chart**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.



Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Provide a variety passages and students can find their own figurative language and share with a partner
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide a variety of poems and have students write their own poems using literal and nonliteral language.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Figurative Language Chart](#)
- Poems for children: [Poetry Foundation](#)
- Informational reading passages from [ReadWorks.org](#)
- “Just right” books or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have

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- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write a story with 1-2 paragraphs using figurative language in the story

Student Learning Supports

- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide a variety of poems and have students write their own poems using figurative language.
- Have figurative language challenge-students work in pairs and compare and contrast the figurative language they create
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students and parents can write poems together using figurative language.
- Students can create figurative language logs-and chart the language every time a family uses that type of language



Sample English Language Arts Learning Plan

Big Idea/Topic

Comparing and Contrasting Stories

Standard(s) Alignment

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELAGSE5W8: 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.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Compare/Contrast Chart](#)
- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - [Don't Say Ain't](#) by Irene Smalls
 - [I Am a Booger... Treat Me with Respect!](#) by Julia Cook
 - [This School Year Will Be the BEST!](#) by Kay Winters
 - [What If Everybody Did That?](#) by Ellen Javernick
 - [A Bad Case of Stripes](#) by David Shannon
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson—is to compare and contrast stories with similar themes and topics.
- As a reader you should be able to distinguish the similarities and differences in stories that are alike.
- Read two similar stories, poems, or passages that have the same theme, tell students to think of questions, listen for unknown language/phrases, and think about the theme of both texts. After reading chart the questions and answers, chart the unknown language, and then use the [compare/contrast chart](#) to show how the texts are alike or different.
- Provide students with a sticky note and write their favorite story and create a bar graph with the sticky notes for the favorite text.
- Make the connection between knowing how stories are alike and different.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details about both texts to add to your list.

Provide students an opportunity to brainstorm about important details from the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers compare and contrast stories when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Compare/Contrast Passages-Provide 2 passages and have students compare all elements of both passages using the [compare/contrast chart](#).**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.



Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Have students write a summary with comparing and contrasting both stories and passages.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Compare/Contrast Chart](#)
- Poems for children: [Poetry Foundation](#)
- Reading passages from [ReadWorks.org](#)
- “Just right” books or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question
- Write a summary about both text with details and examples from the text

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Student Learning Supports

- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Have students write a summary with comparing and contrasting both stories and passages
- Provide compare/contrast graphic organizers to support struggling readers
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students and Parent can have informal debates with things they can compare and contrast in the home (i.e. favorite cereals)
- Students read a variety of stories and share the similarities and differences in the story with a parent.



Sample English Language Arts Learning Plan

Big Idea/Topic

Stories and Language

Standard(s) Alignment

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELAGSE5L4: 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.

ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

ELAGSE5W8: 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.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Figurative Language](#) Chart
- [Compare/Contrast](#) Chart
- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - [Don't Say Ain't](#) by Irene Smalls
 - [I Am a Booger... Treat Me with Respect!](#) by Julia Cook
 - [This School Year Will Be the BEST!](#) by Kay Winters
 - [What If Everybody Did That?](#) by Ellen Javernick

- A Bad Case of Stripes by David Shannon
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to see compare and contrast the different types of language used in different stories.
- Explain to students when you read different types of text you may like, or dislike certain types based on the language used in the text.
- Read aloud the 2 books/passages from different cultures, tell students to think of questions to ask, to listen for figurative and new language, and to think about how the cultures might be alike or different. After reading chart the questions and answers, create a separate chart for figurative and new language- discuss how cultures use different types of language. Next chart the similarities and differences between the books.
- Have students partner and share what they like or dislike between the 2 texts, explain why.
- Make the connection between how authors use different types of language to share a story.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional words or phrases to add to your list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers focus on the language in the story when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Compare/Contrast Passages-Provide 2 passages about different cultures and have students create a matrix comparing all elements of both passages using the [compare/contrast](#) chart.**
- **Figurative Language Sort-provide different poems and have students find the different types of figurative language in the poems and have them chart it using the [figurative language](#) chart.**

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While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Google Meet-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Compare/Contrast Chart](#)
- [Figurative Language](#) Chart
- Poems for children: [Poetry Foundation](#)
- Reading passages from [ReadWorks.org](#)
- “Just right” books or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)



Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Fist to Five Strategy: The student will display a certain number of fingers to show their comfort level of understanding:
 - 5 fingers-I understand and can teach to a peer
 - 4 fingers-I understand
 - 3 fingers-I understand but I still have a few questions
 - 2 fingers-I understand some of the information
 - 1 finger-I am totally lost

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide graphic organizers to compare and contrast the text
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students will practice reading theater scripts with parents
- Have students write about their favorite two tv or cartoon shows and explain why



Sample English Language Arts Learning Plan

Big Idea/Topic

Writing About Stories

Standard(s) Alignment

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELAGSE5W8: 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.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - Don't Say Ain't by Irene Smalls
 - I Am a Booger... Treat Me with Respect! by Julia Cook
 - This School Year Will Be the BEST! by Kay Winters
 - What If Everybody Did That? by Ellen Javernick
 - A Bad Case of Stripes by David Shannon
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to share a writing strategy to build your writing skills.

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- Explain to students reading is what you breathe in (inhale) and writing is what you articulate out (exhale).
- Review the elements of the similarities and differences between the 2 books shared on the previous day. Model and explain today you are going to write with sticky notes. Go through the book you read on the previous day and use sticky notes to show your think aloud writing process. The sticky notes can reflect the following: jot, sketch, think, write symbols, revise, talk about, and write more, etc...After you have used your sticky notes go back and model how to write a summary from what you have on your sticky notes.
- Give students a sticky note and have them write one symbol or note they could use for their summary.
- Make the connection between how reading and writing go together hand in hand.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop ideas and create a list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions about both stories when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in:

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Compare/Contrast Passages-Provide 2 passages about different cultures and have students create a matrix comparing all elements of both passages using the [compare/contrast](#) chart.**
- **Figurative Language Sort-provide different poems and have students find the different types of figurative language in the poems and have them chart it using the [figurative language](#) chart.**
- **Small Group-Practice Sticky Note practice**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share their writing for the day
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Write with a partner
- Chunk the lesson into smaller sections.
- Students can take their Sticky Note writing and expand with illustrations and visuals
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Compare/Contrast Chart](#)
- [Figurative Language](#) Chart
- Poems for children: [Poetry Foundation](#)
- Reading passages from [ReadWorks.org](#)
- “Just right” books or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)



Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share their writing for the day
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question
- Allow students to sticky note write about what they learned today

Student Learning Supports

- Students can practice and teach parents how to write using sticky notes
- Establish pen pal relationships with family members or neighbors
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Identify additional support materials or resources that can be used at home to support student understanding of the big idea.
- Connect to Georgia Home Classroom resources



Sample English Language Arts Learning Plan

Big Idea/Topic

Details and Quotes from the Text

Standard(s) Alignment

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5W8: 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.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Visual or Anchor Chart
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - Look I'm a Scientist by DK
 - 11 Experiments That Failed by Jenny Offill
 - Cece Loves Science by Kimberly Derting and Shelli R. Johannes
 - I Am Albert Einstein by Brad Meltzer
 - Zoey and Sassafras: Dragons and Marshmallows by Asia Citro
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson.

- Why is it important for students to listen to exact quotes and details from the text to understand what the author is trying to articulate?
- Read aloud (you do not have to read entire text) to the class, tell students to think of questions and to listen for unknown words. After reading answer and discuss the questions, chart the new words and define. Discuss what inferring is, create a chart with the titles, perspective, position, quotes, and thoughts. Go through each title and model and chart how the text gives an example of each and how the reader can infer or create thoughts based on the information given in the text.
- Provide the students with a sticky note and have each student practice the strategy you just shared.
- Make the connection between the importance of knowing the details and quotes from the text to help readers make inferences.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details and inferences to add to your list.

Provide students an opportunity to brainstorm their own inference about the story. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers make inferences when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- Independent/Partner Reading & Writing
- Guided Reading and/or Strategy Lessons
- **Inference Skills-provide informational reading passages and have students in small group practice the strategy shared in whole group**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read our story and see if any of our questions are answered. We will also brainstorm new questions from the text.



Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned

Suggestions for Differentiation:

- Allow students to use the teacher's modeled question as a guide to help brainstorm their own question.
- Direct students to use a specified question word to ask their question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Compare/Contrast Chart](#)
- [Figurative Language Chart](#)
- Poems for children: [Poetry Foundation](#)
- Reading passages from [ReadWorks.org](#)
- "Just right" books or the following resource for selecting "just right" books at home: [Finding "Just Right" Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding



Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide the same lesson in a teacher-led small group for more guidance.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students will read to the parent and the parent will ask questions.
- Student will write an informational letter to the parent describing something from science or social studies which they are learning about.



Sample English Language Arts Learning Plan

Big Idea/Topic

Language and Informational Text

Standard(s) Alignment

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5W8: 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.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Tiered Vocabulary](#) Chart
- Chart Paper
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [Look I'm a Scientist](#) by DK
 - [11 Experiments That Failed](#) by Jenny Offill
 - [Cece Loves Science](#) by Kimberly Derting and Shelli R. Johannes
 - [I Am Albert Einstein](#) by Brad Meltzer
 - [Zoey and Sassafras: Dragons and Marshmallows](#) by Asia Citro
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-asking questions to understand academic and content language.

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- Why super readers need to know academic and content language-understanding of what they read.
- Read a science/social studies content book, tell students to think of questions and to also listen for unknown words/phrases they do not know. After reading chart questions/answer and discuss. Use the [tiered vocabulary](#) chart to explain the different tiers and then ask students about words or phrases they did not know, chart the words in the correct tier while explaining why this word goes into this tier.
- Provide students with a sticky note and say random words and they have to write which tier the word would go under.
- Make the connection between academic and content language and how they relate to what we read as super readers

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional words to add to your list.

Provide students an opportunity to brainstorm their own content and academic language related to the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Vocabulary Sort-provide a variety of words and have students sort words into correct tier using the [tiered vocabulary](#) chart and then create [Frayer model graphic organizer](#) for at least 4-6 of the words.**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new words from the text.

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Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Provide a variety informational passages and students can find their own content and academic language and share with a partner
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Tiered Vocabulary](#)
- [Prayer model graphic organizer](#)
- “Just right” books (from Science and/or Social Studies content) or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for Science and/or Social Studies content books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)

Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question
- 3-2-1 reflections: 3 facts you learned, 2 things you found interesting, 1 question you still have

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Student Learning Supports

- Provide a variety informational passages and students can find their own content and academic language and share with a partner.
- Provide a graphic organizer-Frayer model.
- Provide a variety of informational text and have students locate academic and content language.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Scavenger content words hunt-student has to find all the content words around their home
- Parent can read too or with student and have students locate content and academic language.



Sample English Language Arts Learning Plan

Big Idea/Topic

Comparing and Contrasting Informational Texts

Standard(s) Alignment

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE5W8: 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.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Venn diagram](#)
- [Tiered Vocabulary](#) chart
- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday lesson):
 - [Amazing Americans: Thurgood Marshall](#) by Kristin Kemp
 - [Ellis Island \(Cornerstones of Freedom\)](#) by Melissa McDaniel
 - [Eleanor Roosevelt](#) by Wendy Conklin
 - [John F. Kennedy: American Visionary](#) by Nathan Olson
 - [Martin Luther King: The Peaceful Warrior](#) by Ed Clayton
 - [Pearl Harbor](#) by Robin Johnson
 - [My Journey Through Ellis Island](#) by Lynda Arnaz

- The Bus Ride That Changed History by Pamela Duncan
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson—is to understand how books on the same topic can have different details and events.
- When reading informational text, the author is trying to convey or articulate information to the reader.
- Read aloud the 3 informational texts, (you do not have to read the entire text) tell students to think of questions, and to listen for unknown words. After reading answer and discuss the questions and chart unknown words on the [tiered vocabulary](#) chart in the correct tier. Use the three circle [Venn diagram](#). Complete the Venn diagram with examples from the text to show how they are alike and show examples how they are different.
- Have students talk and turn with a partner to share the similarities and difference in the text.
- Make the connection between knowing the important key details of a text helps you understand the information that is being shared with the reader.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional details to add to your list.

Provide students an opportunity to brainstorm about important details from the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Sessions**
- **Provide an informational passage and [graphic organizer](#) have students identify key details and main idea of the passage**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions from the texts.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Have students write a summary with comparing and contrasting both stories and passages.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Tiered Vocabulary](#)
- [Venn diagram](#)
- [Main Idea graphic organizer](#)
- “Just right” books (informational) or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for informational books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)



Evidence of Student Success

- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Fist to Five Strategy: The student will display a certain number of fingers to show their comfort level of understanding:
 - 5 fingers-I understand and can teach to a peer
 - 4 fingers-I understand
 - 3 fingers-I understand but I still have a few questions
 - 2 fingers-I understand some of the information
 - 1 finger-I am totally lost

Student Learning Supports

- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Have students write a summary with comparing and contrasting both stories and passages.
- Provide graphic organizers to compare and contrast texts.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Students can read magazines or newspaper articles and compare and contrast similar texts.
- Students can watch the National Geographic or any science related TV show and discuss with parent.



Sample English Language Arts Learning Plan

Big Idea/Topic

Language and Informational Text

Standard(s) Alignment

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE5L4: 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.

ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

ELAGSE5W8: 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.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday lesson):
 - Amazing Americans: Thurgood Marshall by Kristin Kemp
 - Ellis Island (Cornerstones of Freedom) by Melissa McDaniel
 - Eleanor Roosevelt by Wendy Conklin
 - John F. Kennedy: American Visionary by Nathan Olson
 - Martin Luther King: The Peaceful Warrior by Ed Clayton
 - Pearl Harbor by Robin Johnson

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- My Journey Through Ellis Island by Lynda Arnaz
- The Bus Ride That Changed History by Pamela Duncan
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to see how words and phrases impact the information you read.
- Explain to students when you read different types of text you may like, or dislike certain types based on the elements of the text.
- Read aloud the excerpts from 2 different informational books or passages, tell students to think of questions and listen for unknown language as you read. Make a list of words with multiple meanings that come up as you read.
- Have students partner words they know that have multiple meanings.
- Make the connection between how language can change the meaning of the information you read.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional words to add to your list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers focus on the language in the story when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Sessions**
- **Vocabulary Sort**-provide a variety of words have students sort words into correct tier and then create [Frayer model graphic organizer](#) for at least 4-6 of the words.
- **Provide an informational passage and [graphic organizer](#)** have students identify key details and main idea of the passage



While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new from the text.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Frayer model graphic organizer](#)
- [Main Idea graphic organizer](#)
- Informational passages from [ReadWorks.org](#)
- 2 “just right” books (informational) or the following resource for selecting a “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)



Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide graphic organizers.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Scavenger content word hunt for students to do at home
- Engage in family games about content Jeopardy, or Hollywood Squares



Sample English Language Arts Learning Plan

Big Idea/Topic

Writing About Informational Texts

Standard(s) Alignment

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE5W8: 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.

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Cause and Effect](#) Chart
- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - [Amazing Americans: Thurgood Marshall](#) by Kristin Kemp
 - [Ellis Island \(Cornerstones of Freedom\)](#) by Melissa McDaniel
 - [Eleanor Roosevelt](#) by Wendy Conklin
 - [John F. Kennedy: American Visionary](#) by Nathan Olson
 - [Martin Luther King: The Peaceful Warrior](#) by Ed Clayton
 - [Pearl Harbor](#) by Robin Johnson
 - [My Journey Through Ellis Island](#) by Lynda Arnaz
 - [The Bus Ride That Changed History](#) by Pamela Duncan

- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson—is to see similarities and differences about the same topic.
- Explain to students reading is what you breathe in (inhale) and writing is what you articulate out (exhale).
- Review the elements of the similarities and differences between the 2 texts shared on the previous day. Use the [cause and effect](#) chart, explain to students the historical text we just read provided a cause/effect structure and we're going to write about it. Write on the chart what caused the event, and why. Answer *what* and *why* questions and then chart what the effects were from the cause. Model how to take this information and write an informational summary on a historical event.
- Have students partner and share a cause/effect relationship with something that was read.
- Make the connection between how reading and writing go together hand in hand.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop ideas and create a list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions about both texts when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide 2 informational passages and have student complete a [compare/contrast](#) graphic organizer**
- **Provide 2 passages on the same topic and allow students in small groups to practice the [Boxes and Bullets](#) writing strategy**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new from the texts.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share their writing for the day
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Write with a partner.
- Chunk the lesson into smaller sections.
- Students can take their *Sticky Note* writing and expand with illustrations and visuals.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and/or strategy for students participating in asynchronous learning.
- [Cause and Effect](#) Chart
- [Compare/Contrast](#) Graphic Organizer
- [Boxes and Bullets](#)
- Informational passages from [ReadWorks.org](#)
- 2 “just right” books (informational) or the following resource for selecting a “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [5th Grade Reading for Parents](#)



Evidence of Student Success

- Show and Share-students can share their writing for the day
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question
- 3-2-1 reflection, 3 facts you learned, 2 interesting things you learned, 1 question

Student Learning Supports

- Write with a partner.
- Chunk the lesson into smaller sections.
- Students can take their *Sticky Note* writing and expand with illustrations and visuals.
- Provide complex text and have students write/create open-ended questions about the text.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- 5th grade resources for families can be found at the [Georgia Home Classroom](#)
- Establish pen pal relationship with family or neighbors
- Write an informational letter to a parent about science or social studies content

