



LearnZillion Guidebooks Language Arts  
Correlation Guide  
Grade 5

SECTION I Alignment to Shifts	
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Evidence/Notes
a. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Students read literary and informational texts in a backwards design model, so lessons and sections systematically lean on one another to build students' knowledge and skills. In <a href="#">Unit 1</a> , students read informational and literary texts to understand how different scientific theories have changed over time. They express their understanding about these theories and the process of scientific inquiry by gathering evidence and comparing and contrasting different theories. In <a href="#">Unit 2</a> , students read literary and informational texts about how Native Americans and global explorers laid the foundation for the United States. Students understand and express their understanding of how we learn about our past and how that impacts who are are today by writing about character and theme development and discussing how point of view is important for constructing meaning. In <a href="#">Unit 3</a> , students read literary texts to understand that even in the most fantastical settings, literature can teach us real lessons about life. Students explore the opposition of good vs. evil, the value in courage, adventure, forgiveness, and honesty. They begin to consider how authors convince readers to believe the impossible and discuss the history and use of special effects in movies to begin to see how imagination and creativity can inspire story-telling. Students express their understanding of narrative point of view and the features of the fantasy genre by considering the stories from another perspective. In <a href="#">Unit 4</a> , students read literary and informational texts to determine how characters respond to the challenges presented by language barriers and ineffective communication. Students understand and express their understanding of the importance of language, education, and communication by explaining the importance of effective communication for bridging differences and the impact of various innovations in communication. In <a href="#">Unit 5</a> , 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 of a classroom community.

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p>b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.</p>	<p>Each unit within the grade five level provides multiple opportunities for building student vocabulary of Tier 2 and Tier 3 words. For example, in <a href="#">The Birchbark House unit Lesson 4</a>, students begin to examine the anchor text for academic and domain-specific vocabulary related to the Native American way of life using definition, word family, source sentence and source image. In the <a href="#">Shutting Out the Sky unit, Lesson 4</a>, students examine the informational anchor text in pairs using context clues, a dictionary, word family, discussion and sketches to determine the meaning of unfamiliar words.</p>
<p>c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>The unit <a href="#">assessments</a> each have three parts, a Culminating Writing Task (CWT), an Extension Task (ET) and a Cold Reading Task (CRT). The CWT is a prompt which requires a written response to essential questions, topics and themes addressed throughout the entire unit and its texts. The ET is a collaborative task where students generate a written, as well as a multimedia, product to a research question, which is then presented to the whole class. The CRT requires students to read, understand and express understanding of a complex, grade-level text related to the unit topics through multiple choice items and an essay. Assessment Overviews: <a href="#">Unit 1</a>, <a href="#">Unit 2</a>, <a href="#">Unit 3</a>, <a href="#">Unit 4</a>, <a href="#">Unit 5</a>.</p>
<p><b>Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p><b>Evidence/Notes</b></p>
<p>d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>Each anchor text in the unit is appropriate for grade five. The Lexile range for the texts in this unit is 730L to 990L. <a href="#">The Making of a Scientist</a> at 730L is moderately complex, <a href="#">The Birchbark House</a> at 970L is moderately complex, <a href="#">The Lion, the Witch and the Wardrobe</a> at 940L is moderately complex with exceedingly complex language, <a href="#">Wonderstruck</a> at 830L, is moderately complex with very complex text structure, and <a href="#">Shutting Out the Sky</a> at 990L has a moderately complex text structure as students toggle between personal accounts and historical context.</p>
<p>e. Texts for Interactive Read Aloud are 1-3 years above grade level.</p>	<p>Above grade level Interactive Read Aloud is especially evident in the unit <a href="#">Lion, the Witch and the Wardrobe</a>, where the Time article, "A Brief History of Movie Special Effect" at 1500L-1600L is <a href="#">read aloud</a>. Likewise, in the unit, <a href="#">Making of a Scientist</a>, the University of California article "Modern Science: What's changing?" is a <a href="#">read aloud</a> at 1400L-1500L.</p>
<p>f. Text plays a central role in the literacy block.</p>	<p>Each unit has an anchor text which grounds the learning. Related texts, both literary and informational, complement the anchor through parallel topics and themes. Each lesson of the approximately 40 days of instruction is centered around one of these texts, where students are reading, rereading, speaking and listening and writing about the text(s).</p>
<p>g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>All units within the grade seven level include both literary and informational texts. <a href="#">Making of a Scientist</a> contains all informational texts and one literary, due to the science-based content. <a href="#">The Birchbark House</a> unit has three informational texts and three literary. <a href="#">The Lion, the Witch and the Wardrobe</a> unit has four informational texts and four literary. The <a href="#">Wonderstruck</a> unit has two informational texts and four literary. The <a href="#">Shutting Out the Sky</a> unit has informational texts and</p>

	literary.
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	
<p>h. <b>Text-dependent questions:</b></p> <ul style="list-style-type: none"> <li>● Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> <li>● High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul>	<p>A majority of questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in <a href="#">Wonderstruck Lesson 2</a>, students work in pairs responding to text-dependent questions, citing text evidence as they record their answers. Likewise, in <a href="#">Lesson 3 of The Lion, the Witch and the Wardrobe</a>, students answer text dependent questions about a text from evidence they have highlighted from the text. Questions in the unit are sequenced to scaffold students’ understanding so by the end of the unit they are asked to analyze multiple texts to understand a character’s motivations. <a href="#">The Birchbark House Lesson 19</a> is entitled “Text-dependent Questions and Citing Evidence”, where students record their answers on a TDQ handout.</p>
<p>h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>Within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and also range in length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process. In <a href="#">The Birchbark House Lesson 5</a>, students write an evidence-based paragraph, including quotations from the text. In <a href="#">Shutting Out the Sky Lesson 3</a>, students are citing key details and central ideas from an informational text to write a summary.</p>
<p>i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. Within each unit of study, teachers are given explicit directions to facilitate partner conversations, small group conversations, and whole class discussions. At least one whole-class discussion or fishbowl discussion specific to the text is held in each unit. Also within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and also range in length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process.</p>
<p><b>Additional comments on the three instructional shifts within the materials:</b></p> <ul style="list-style-type: none"> <li>● A Text Complexity and Vocabulary Analysis of each anchor text is provided for each unit under the “Unit at a Glance”. The document supplies qualitative measures as well as Tier 2 and Tier 3 vocabulary for the anchor text.</li> <li>● A Text Access document for each unit is provided, identifying access for all texts, types, genres and usage.</li> </ul>	

**SECTION II**

**Alignment to Tennessee English Language Arts Standards**

READING STANDARDS		Evidence/Notes
<p><b>Standard 1</b></p> <p><b>Category</b> Key Ideas and Details</p> <p><b>Cornerstone</b> Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>Literature: 5.RL.KID.1</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>The Making of a Scientist: <a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L9</a>, <a href="#">L24</a></p> <p>The Birchbark House: <a href="#">L4</a>, <a href="#">L19</a>, <a href="#">L36</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L11</a>, <a href="#">L19</a>, <a href="#">L26</a></p> <p>Wonderstruck: <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L11</a> <a href="#">L16</a>, <a href="#">L35</a></p> <p>Shutting Out the Sky: <a href="#">L8</a>, <a href="#">L20</a>,</p>
	<p><b>Informational Text: 5.RI.KID.1</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text .</p>	<p>The Making of a Scientist: <a href="#">L5</a>, <a href="#">L10</a>, <a href="#">L14</a>, <a href="#">L17</a>, <a href="#">L24</a>, <a href="#">L28</a></p> <p>The Birchbark House: <a href="#">L5</a>, <a href="#">L11</a>, <a href="#">L19</a>, <a href="#">L31</a></p> <p>Wonderstruck: <a href="#">L16</a>, <a href="#">L28</a>,</p> <p>Shutting Out the Sky: <a href="#">L15</a>, <a href="#">L23</a>, <a href="#">L36</a></p>
<p><b>Standard 2</b></p> <p><b>Category</b> Key Ideas and Details</p> <p><b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>Literature: 5.RL.KID.2</b> Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</p>	<p>The Making of a Scientist: <a href="#">L19</a>, <a href="#">L23</a>, <a href="#">L29</a>, <a href="#">L36</a></p> <p>The Birchbark House: <a href="#">L15</a>, <a href="#">L18</a>, <a href="#">L22</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L18</a>, <a href="#">L21</a></p> <p>Wonderstruck: <a href="#">L15</a>, <a href="#">L20</a>, <a href="#">L22</a>, <a href="#">L25</a>,</p> <p>Shutting Out the Sky: <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>,</p>

LearnZillion EL Education Language Arts Correlation Guide Grade 5

	<p><b>Informational Text: 5.RI.KID.2</b> Determine the central idea of a text and explain how it is supported by key details; summarize a text.</p>	<p>The Making of a Scientist:  <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L8</a>, <a href="#">L10</a>, <a href="#">L14</a>, <a href="#">L34</a>,                      The Birchbark House:  <a href="#">L3</a>, <a href="#">L11</a>                      Wonderstruck:  <a href="#">L14</a>, <a href="#">L26</a>                      Shutting Out the Sky:  <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L13</a>, <a href="#">L22</a>, <a href="#">L23</a></p>
<p><b>Standard 3</b></p> <p><b>Category</b> Key Ideas and Details</p> <p><b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>Literature: 5.RL.KID.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p>	<p>The Making of a Scientist:  <a href="#">L9</a>                      The Birchbark House:  <a href="#">L8</a>, <a href="#">L20</a>, <a href="#">L37</a>                      The Lion, the Witch, and the Wardrobe:  <a href="#">L12</a>, <a href="#">L15</a>, <a href="#">L27</a>                      Wonderstruck:  <a href="#">L10</a>, <a href="#">L16</a>, <a href="#">L25</a>                      Shutting Out the Sky:  <a href="#">L18</a>, <a href="#">L19</a></p>
	<p><b>Informational Text: 5.RI.KID.3</b> Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p>	<p>The Making of a Scientist:  <a href="#">L4</a>, <a href="#">L21</a>, <a href="#">L22</a>, <a href="#">L26</a>                      The Birchbark House:  <a href="#">L3</a>, <a href="#">L11</a>, <a href="#">L30</a>, <a href="#">L31</a>                      Shutting Out the Sky:  <a href="#">L5</a>, <a href="#">L26</a></p>
<p><b>Standard 4</b></p> <p><b>Category</b> Craft and Structure</p> <p><b>Cornerstone</b> Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><b>Literature: 5.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>	<p>The Making of a Scientist:  <a href="#">L2</a>, <a href="#">L7</a>                      The Birchbark House:  <a href="#">L7</a>, <a href="#">L15</a>, <a href="#">L18</a>                      The Lion, the Witch, and the Wardrobe:  <a href="#">L13</a>, <a href="#">L19</a>                      Wonderstruck:  <a href="#">L9</a>, <a href="#">L28</a>                      Shutting Out the Sky:  <a href="#">L9</a></p>

	<p><b>Informational Text: 5.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>The Making of a Scientist:  <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L8</a>, <a href="#">L21</a>                      The Birchbark House:  <a href="#">L3</a>, <a href="#">L6</a>, <a href="#">L11</a>, <a href="#">L30</a>                      Wonderstruck:  <a href="#">L13</a>, <a href="#">L26</a>                      Shutting Out the Sky:  <a href="#">L4</a>, <a href="#">L12</a>, <a href="#">L13</a>,</p>
<p><b>Standard 5</b></p> <p><b>Category</b>                      Craft and Structure</p> <p><b>Cornerstone</b>                      Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b>Literature: 5.RL.CS.5</b> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p>	<p>The Making of a Scientist:  <a href="#">L23</a>                      The Birchbark House:  <a href="#">L14</a>, <a href="#">L38</a>                      The Lion, the Witch, and the Wardrobe:  <a href="#">L21</a>, <a href="#">L22</a>, <a href="#">L26</a>                      Wonderstruck:  <a href="#">L21</a>, <a href="#">L22</a></p>
<p><b>Standard 6</b></p> <p><b>Category</b>                      Craft and Structure</p> <p><b>Cornerstone</b>                      Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>Informational Text: 5.RI.CS.5</b> Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p>	<p>The Making of a Scientist:  <a href="#">L21</a>                      Shutting Out the Sky:  <a href="#">L16</a></p>
	<p><b>Literature: 5.RL.CS.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>The Making of a Scientist:  <a href="#">L1</a>                      The Birchbark House:  <a href="#">L15</a>, <a href="#">L26</a>                      The Lion, the Witch, and the Wardrobe:  <a href="#">L16</a>, <a href="#">L20</a>, <a href="#">L30</a>, <a href="#">L31</a>                      Shutting Out the Sky:  <a href="#">L9</a>, <a href="#">L16</a></p>
	<p><b>Informational Text: 5.RI.CS.6</b> Analyze the similarities and differences in point of view of multiple accounts of the same event or topic.</p>	<p>The Making of a Scientist:  <a href="#">L8</a>, <a href="#">L13</a>, <a href="#">L21</a>, <a href="#">L26</a>                      The Birchbark House:  <a href="#">L13</a>                      Wonderstruck:  <a href="#">L16</a>                      Shutting Out the Sky:  <a href="#">L9</a>, <a href="#">L21</a>, <a href="#">L26</a></p>

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p><b>, Standard 7</b></p> <p><b>Category</b> Integration of Knowledge and Ideas</p> <p><b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>Literature: 5.RL.IKI.7</b> Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</p>	<p>Wonderstruck: <a href="#">L9</a>, <a href="#">L23</a>, <a href="#">L31</a> Shutting Out the Sky: <a href="#">L16</a></p>
<p><b>Standard 8</b></p> <p><b>Category</b> Integration of Knowledge and Ideas</p> <p><b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><b>Literature:</b> Not applicable</p>	
<p><b>Standard 9</b></p> <p><b>Category</b> Integration of Knowledge and Ideas</p> <p><b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</p>	<p><b>Literature: 5.RL.IKI.9</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>The Making of a Scientist: <a href="#">L5</a>, <a href="#">L27</a>, <a href="#">L31</a> The Birchbark House: <a href="#">L3</a>, <a href="#">L6</a> Wonderstruck: <a href="#">L14</a> Shutting Out the Sky: <a href="#">L6</a>, <a href="#">L11</a>, <a href="#">L17</a></p>
<p><b>Standard 10</b></p> <p><b>Category</b> Range of Reading and Level of Text Complexity</p> <p><b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>Literature: 5.RL.RRTC.10</b> Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>The Making of a Scientist: <a href="#">L1</a>, <a href="#">L7</a>, <a href="#">L36</a> The Birchbark House: <a href="#">L10</a>, <a href="#">L15</a>, <a href="#">L23</a>, <a href="#">L26</a> The Lion, the Witch, and the Wardrobe: <a href="#">L12</a>, <a href="#">L42</a> Wonderstruck: <a href="#">L16</a>, <a href="#">L21</a>, <a href="#">L25</a>, <a href="#">L28</a> Shutting Out the Sky: <a href="#">L8</a>, <a href="#">L16</a>, <a href="#">L19</a></p>

	<p><b>Informational Text: 5.RI.RRTC.10</b> Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>The Making of a Scientist:  <a href="#">L4</a>, <a href="#">L14</a>, <a href="#">L20</a>, <a href="#">L35</a>                  The Birchbark House:  <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L31</a>                  Wonderstruck:  <a href="#">L14</a>, <a href="#">L26</a>                  Shutting Out the Sky:  <a href="#">L4</a>, <a href="#">L7</a>, <a href="#">L11</a>, <a href="#">L14</a>, <a href="#">L22</a>, <a href="#">L25</a></p>
<b>WRITING STANDARDS</b>		<b>Evidence/Notes</b>
<p><b>Standard 1</b></p> <p><b>Category</b> Text Types and Protocols</p> <p><b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>5.W.TTP.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop an opinion with reasons that are supported by facts and details.</li> <li>c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> <li>e. Link opinion and reasons using words and phrases.</li> <li>f. Apply language standards addressed in the Foundational Literacy standards.</li> </ol>	<p>The Making of a Scientist:  <a href="#">L26</a>                  The Birchbark House:  <a href="#">L12</a>, <a href="#">L29</a>                  Wonderstruck:  <a href="#">L11</a>                  Shutting Out the Sky:  <a href="#">L28</a></p>
<p><b>Standard 2</b></p> <p><b>Category</b> Text Types and Protocols</p> <p><b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>5.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic.</li> <li>b. Group related information in paragraphs and sections.</li> <li>c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</li> <li>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> <li>f. Link ideas within categories of information using words and phrases.</li> </ol>	<p>The Making of a Scientist:  <a href="#">L5</a>, <a href="#">L12</a>, <a href="#">L17</a>, <a href="#">L31</a>, <a href="#">L35</a>                  The Birchbark House:  <a href="#">L11</a>, <a href="#">L30</a>, <a href="#">L33</a>, <a href="#">L40</a>                  The Lion, the Witch, and the Wardrobe:  <a href="#">L18</a>, <a href="#">L39</a>                  Wonderstruck:  <a href="#">L18</a>, <a href="#">L29</a>, <a href="#">L34</a>, <a href="#">L36</a>                  Shutting Out the Sky:  <a href="#">L6</a>, <a href="#">L12</a>, <a href="#">L17</a>, <a href="#">L22</a>, <a href="#">L31</a></p>



	<ul style="list-style-type: none"> <li>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>h. Apply language standards addressed in the Foundational Literacy standards.</li> </ul>	
<p><b>Standard 3</b></p> <p><b>Category</b> Text Types and Protocols</p> <p><b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p><b>5.W.TTP.3</b> Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> <li>f. Use precise words and phrases and use sensory details to convey experiences and events.</li> <li>g. Apply language standards addressed in the Foundational Literacy standards.</li> </ul>	<p>The Birchbark House: <a href="#">L17</a>,</p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L16</a>, <a href="#">L31</a></p> <p>Shutting Out the Sky: <a href="#">L10</a>, <a href="#">L38</a></p>
<p><b>Standard 4</b></p> <p><b>Category</b> Production and Distribution of Writing</p> <p><b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p><b>5.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>The Making of a Scientist: <a href="#">L15</a>, <a href="#">L28</a>, <a href="#">L32</a>, <a href="#">L38</a></p> <p>The Birchbark House: <a href="#">L12</a>, <a href="#">L26</a>, <a href="#">L33</a>, <a href="#">L40</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L9</a>, <a href="#">L16</a>, <a href="#">L30</a></p> <p>Wonderstruck: <a href="#">L27</a>, <a href="#">L36</a>, <a href="#">L40</a></p> <p>Shutting Out the Sky: <a href="#">L10</a>, <a href="#">L24</a>, <a href="#">L28</a>, <a href="#">L31</a></p>
<p><b>Standard 5</b></p> <p><b>Category</b> Production and Distribution of Writing</p>	<p><b>5.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standard 6 up to and including grade 5.)</p>	<p>The Making of a Scientist: <a href="#">L18</a>, <a href="#">L33</a>, <a href="#">L39</a></p> <p>The Birchbark House: <a href="#">L34</a>, <a href="#">L41</a></p> <p>The Lion, the Witch, and the Wardrobe:</p>

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p><b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		<p><a href="#">L33</a>, <a href="#">L40</a> Wonderstruck: <a href="#">L19</a>, <a href="#">L27</a>, <a href="#">L37</a> Shutting Out the Sky: <a href="#">L17</a>, <a href="#">L29</a>, <a href="#">L32</a></p>
<p><b>Standard 6</b></p> <p><b>Category</b> Production and Distribution of Writing</p> <p><b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>5.W.PDW.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p>	<p>The Making of a Scientist: <a href="#">L32</a>, <a href="#">L33</a> The Birchbark House: <a href="#">L41</a> The Lion, the Witch, and the Wardrobe: <a href="#">L33</a>, <a href="#">L40</a> Wonderstruck: <a href="#">L42</a> Shutting Out the Sky:  <a href="#">L29</a>, <a href="#">L32</a>, <a href="#">L39</a></p>
<p><b>Standard 7</b></p> <p><b>Category</b> Research to Build and Present Knowledge</p> <p><b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p><b>5.W.RBPK.7</b> Conduct short research projects that build knowledge through investigations of different aspects of a topic.</p>	<p>The Lion, the Witch, and the Wardrobe: <a href="#">L34</a>, <a href="#">L35</a> Wonderstruck: <a href="#">L38</a>, <a href="#">L39</a> Shutting Out the Sky: <a href="#">L36</a></p>
<p><b>Standard 8</b></p> <p><b>Category</b> Research to Build and Present Knowledge</p> <p><b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>	<p><b>5.W.RBPK.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p>	<p>The Making of a Scientist: <a href="#">L15</a> The Birchbark House: <a href="#">L2</a>, <a href="#">L5</a>, <a href="#">L32</a>, <a href="#">L39</a> The Lion, the Witch, and the Wardrobe: <a href="#">L11</a>, <a href="#">L19</a>, <a href="#">L27</a>, <a href="#">L35</a> Wonderstruck: <a href="#">L38</a>, <a href="#">L39</a></p>
<p><b>Standard 9</b></p> <p><b>Category</b> Research to Build and Present Knowledge</p>	<p><b>5.W.RBPK.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.</p>	<p>The Birchbark House: <a href="#">L12</a>, <a href="#">L19</a>, <a href="#">L30</a>, <a href="#">L31</a> The Lion, the Witch, and the Wardrobe: <a href="#">L10</a>, <a href="#">L13</a>, <a href="#">L19</a>, <a href="#">L27</a></p>

<p><b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p><b>Standard 10</b></p> <p><b>Category</b> Range of Writing</p> <p><b>Cornerstone</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>5.W.RW.10</b> Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>The Making of a Scientist: <a href="#">L18</a>, <a href="#">L21</a>, <a href="#">L31</a>, <a href="#">L38</a> The Birchbark House: <a href="#">L19</a>, <a href="#">L33</a>, <a href="#">L40</a> The Lion, the Witch, and the Wardrobe: <a href="#">L16</a>, <a href="#">L27</a>, <a href="#">L31</a>, <a href="#">L39</a> Wonderstruck: <a href="#">L20</a>, <a href="#">L28</a>, <a href="#">L36</a>, <a href="#">L39</a> Shutting Out the Sky: <a href="#">L6</a>, <a href="#">L10</a>, <a href="#">L17</a>, <a href="#">L28</a>, <a href="#">L31</a></p>
<p><b>FOUNDATIONAL LITERACY STANDARDS</b></p>		<p><b>Evidence/Notes</b></p>
<p><b>Standard 1</b></p> <p><b>Category</b> Print Concepts</p> <p><b>Cornerstone</b> Demonstrate understanding of the organization and basic features of print.</p>	<p>Not applicable</p>	
<p><b>Standard 2</b></p> <p><b>Category</b> Phonological Awareness</p> <p><b>Cornerstone</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Not applicable</p>	
<p><b>Standard 3</b></p> <p><b>Category</b> Phonics and Word Recognition</p>	<p><b>5.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>The Birchbark House: <a href="#">L16</a>, <a href="#">L17</a> Wonderstruck: <a href="#">L13</a></p>

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p><b>Cornerstone</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p><b>Standard 4</b></p> <p><b>Category</b> Word Composition</p> <p><b>Cornerstone</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	<p><b>5.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Spell grade-appropriate words correctly consulting references as needed.</p> <p>b. Write legibly in manuscript and cursive.</p>	<p>The Birchbark House: <a href="#">L40</a>, <a href="#">L41</a></p>
<p><b>Standard 5</b></p> <p><b>Category</b> Fluency</p> <p><b>Cornerstone</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>5.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>The Making of a Scientist: <a href="#">L25</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L8</a>, <a href="#">L13</a>, <a href="#">L17</a>, <a href="#">L19</a>, <a href="#">L28</a></p> <p>Wonderstruck: <a href="#">L13</a></p>
<p><b>Standard 6</b></p> <p><b>Category</b> Sentence Composition</p> <p><b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p><b>5.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> <p>b. Form and use the perfect verb tense.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p> <p>f. Use punctuation to separate items in a series.</p> <p>g. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>The Making of a Scientist: <a href="#">L28</a>, <a href="#">L33</a>, <a href="#">L39</a></p> <p>The Birchbark House: <a href="#">L43</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L11</a>, <a href="#">L32</a>, <a href="#">L40</a></p> <p>Wonderstruck: <a href="#">L18</a>, <a href="#">L26</a></p> <p>Shutting Out the Sky: <a href="#">L4</a>, <a href="#">L28</a>, <a href="#">L35</a>, <a href="#">L39</a></p>

	<ul style="list-style-type: none"> <li>h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address.</li> <li>i. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>j. Write multiple cohesive paragraphs on a topic.</li> </ul>	
<p><b>Standard 7</b></p> <p><b>Category</b> Vocabulary Acquisition</p> <p><b>Cornerstone</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><b>5.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>i. Use context as a clue to the meaning of a word or phrase.</li> <li>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>5.FL.VA.7b</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>i. Interpret figurative language, including similes and metaphors, in context.</li> <li>ii. Recognize and explain the meaning of common idioms and proverbs.</li> <li>iii. Use the relationship between particular words to better understand each of the words.</li> </ul> <p><b>5.FL.VA.7c</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>The Making of a Scientist: <a href="#">L14</a>, <a href="#">L20</a></p> <p>The Birchbark House: <a href="#">L15</a>, <a href="#">L18</a>, <a href="#">L20</a>, <a href="#">L25</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L8</a>, <a href="#">L14</a>, <a href="#">L42</a></p> <p>Wonderstruck: <a href="#">L9</a>, <a href="#">L13</a>, <a href="#">L28</a></p> <p>Shutting Out the Sky: <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L13</a></p>

SPEAKING AND LISTENING STANDARDS		Evidence/Notes
<p><b>Standard 1</b></p> <p><b>Category</b> Comprehension and Collaboration</p> <p><b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>5.SL.CC.1</b> Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p>	<p>The Making of a Scientist: <a href="#">L7</a>, <a href="#">L19</a>, <a href="#">L23</a>, <a href="#">L26</a></p> <p>The Birchbark House: <a href="#">L29</a>, <a href="#">L35</a>, <a href="#">L39</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L29</a>, <a href="#">L37</a>, <a href="#">L38</a>, <a href="#">L41</a></p> <p>Wonderstruck: <a href="#">L10</a>, <a href="#">L12</a>, <a href="#">L17</a>, <a href="#">L25</a></p> <p>Shutting Out the Sky: <a href="#">L14</a>, <a href="#">L21</a>, <a href="#">L27</a>, <a href="#">L37</a></p>
<p><b>Standard 2</b></p> <p><b>Category</b> Comprehension and Collaboration</p> <p><b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>	<p><b>5.SL.CC.2</b> Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>The Making of a Scientist: <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L16</a></p> <p>The Birchbark House: <a href="#">L35</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L38</a>, <a href="#">L41</a></p> <p>Wonderstruck: <a href="#">L43</a></p> <p>Shutting Out the Sky: <a href="#">L16</a>, <a href="#">L19</a></p>
<p><b>Standard 3</b></p> <p><b>Category</b> Comprehension and Collaboration</p> <p><b>Cornerstone</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>5.SL.CC.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>The Birchbark House: <a href="#">L29</a>, <a href="#">L35</a></p> <p>The Lion, the Witch, and the Wardrobe: <a href="#">L37</a>, <a href="#">L38</a></p> <p>Wonderstruck: <a href="#">L10</a></p>
<p><b>Standard 4</b></p> <p><b>Category</b> Presentation of Knowledge and Ideas</p>	<p><b>5.SL.PKI.4</b> Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>	<p>The Making of a Scientist: <a href="#">L16</a></p> <p>The Birchbark House: <a href="#">L5</a>, <a href="#">L29</a>, <a href="#">L35</a></p>

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p><b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>		<p>The Lion, the Witch, and the Wardrobe: <a href="#">L38</a>, <a href="#">L41</a> Wonderstruck: <a href="#">L43</a> Shutting Out the Sky: <a href="#">L23</a>, <a href="#">L27</a></p>
<p><b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas</p> <p><b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p><b>5.SL.PKI.5</b> Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.</p>	<p>The Lion, the Witch, and the Wardrobe: <a href="#">L37</a>, <a href="#">L38</a> Wonderstruck: <a href="#">L10</a>, <a href="#">L43</a> Shutting Out the Sky: <a href="#">L22</a>, <a href="#">L27</a>, <a href="#">L37</a></p>
<p><b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas</p> <p><b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>5.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>The Making of a Scientist: <a href="#">L11</a> The Birchbark House: <a href="#">L2</a>, <a href="#">L29</a>, <a href="#">L35</a> The Lion, the Witch, and the Wardrobe: <a href="#">L37</a>, <a href="#">L38</a> Wonderstruck: <a href="#">L43</a> Shutting Out the Sky: <a href="#">L21</a>, <a href="#">L27</a>, <a href="#">L37</a>, <a href="#">L39</a></p>
<p><b>Additional comments on alignment to ELA Standards:</b></p>		

<b>SECTION III</b> <b>High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks</b>	
Indicator	Evidence/Notes
a. Units are built around a concept or topic and include essential questions and enduring understandings.	In each unit, the first lesson states the essential questions and enduring understandings students will address. For example, in <a href="#">Wonderstruck</a> , students read literary and informational texts to determine how characters respond to the challenges presented by language barriers and ineffective communication. Students understand and express their understanding of the importance of language, education, and communication by explaining the importance of effective communication for bridging differences and the impact of various innovations in communication. In <a href="#">The Birchbark House</a> , Students read literary and informational texts about how Native Americans and global explorers laid the foundation for the United States. Students understand and express their understanding of how we learn about our past and how that impacts who we are today by writing about character and theme development and discussing how point of view is important for constructing meaning.
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	Each lesson throughout all units addresses multiple Tennessee English Language Arts standards.
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students’ interests.	Materials include texts of different formats. For example, students read texts of different lengths, from poems to short stories to full-length novels, in both literary and informational formats. For example, <a href="#">The Birchbark House</a> unit includes a video on the ice age, several informational texts on the different cultures settling the Americas, as well as a collection of images on Columbus from the Library of Congress.
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	All texts for Interactive Read ALoud are previously published and are of publishable quality.
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	All units have an anchor text, which is a full-length text and several supporting text excerpts of varying lengths. Texts are representative of a wide array of genres and types, including art, film and digital.
f. Students have varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.	Daily lesson Teaching Notes provide a variety of and multiple opportunities for students engaging with text. For example, within the unit Making of a Scientist, students engage with the text in paired reading, <a href="#">small groups</a> , shared reading, <a href="#">individually</a> , as well as an Interactive



	Read Aloud and group presentation of a report. In <a href="#">Wonderstruck lesson 17</a> , students participate in a philosophical chairs debate
g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e. close reading).	All units within the grade level provide for repeated readings of a text for varied purposes. For example, in <a href="#">The Lion, the Witch and the Wardrobe lesson 6</a> , students read chapter 3 for the purpose of noticing how a narrator reveals a character’s thoughts and feelings; they then reread to identify which character’s point of view is experiencing the event; then they reread again to identify where the narrator shift between character points of view occurs.
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	There are two main approaches the Guidebooks take to ensure students meet the ELA goal: close reading and volume of reading. Students read a wide variety of texts (e.g., different genres and formats, different levels, different lengths) on the same topic or idea to build knowledge and skills in reading. Students should also read a wide variety of texts they select based on their interests and be held individually accountable for understanding what they read. The ELA framework in the Reading Guide shows how these approaches are included over the course of a nine-week Guidebook unit. In the Making of a Scientist unit, students meet in <a href="#">book clubs</a> and read a full-length novel throughout the unit.
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.	When students meet in <a href="#">book clubs</a> for the unit Making of a Scientist for their independent reading, they read <i>The Templeton Twins</i> at 850 L, in contrast to the anchor text by Richard Feynman at 730L, which is also moderately complex. However, the focus is on the same skills and knowledge competencies. Students build their understanding by discussing the read material with their peers, each student has an assigned role and all complete the same exit ticket to demonstrate understanding. Likewise, in <i>Wonderstruck</i> , students read <a href="#">Frindle independently</a> .
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	The Guidebook units are divided into sections and sections are divided into lessons; the tasks in each (e.g., discussions, note taking, completing graphic organizers and smaller writing assignments) lesson and section build toward the end-of-unit assessments in which students express their understanding of complex texts. Students practice writing short responses about complex texts and unit ideas, typically during the “Let’s Express Understanding” portion of each lesson. These practice opportunities serve to check how students’ writing skills are building over the course of the unit.
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	All writing lessons within the units follow the same writing process which students are guided through: Building Understanding, Brainstorming, Drafting, Revising, Editing, Publishing.
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).	Students practice writing short responses about complex texts and unit ideas, typically during the “Let’s Express Understanding” portion of each lesson. These practice opportunities build student skills over the course of the unit. The guidebook lessons include directions to share the qualities of strong student work, including analyzing models of strong and weak oral and written responses. Students engage in some type of writing in every Guidebook lesson.

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p>m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).</p>	<p>Grade five units include explanatory, narrative and opinion writing tasks in Making of a Scientist, The Birchbark House, The Lion, the Witch and the Wardrobe, Wonderstruck and Shutting Out the Sky. For example, in The Lion, the Witch and the Wardrobe, students write an opinion piece in <a href="#">lesson 12</a>, a <a href="#">narrative</a> for the culminating writing task, and a literary analysis and <a href="#">research</a> collaborative response for the Extension Task.</p>
<p>n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).</p>	<p>Lessons consistently use the language of the standards in all instructions for all modes of writing. For example, in the unit Shutting Out the Sky lessons <a href="#">27</a> and <a href="#">28</a> provide direct instruction for writing an opinion piece to the prompt: “Do you think the selected individual made the correct decision by leaving his or her homeland and coming to America?”</p>
<p>o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students’ ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Many writing tasks start with a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before creating a written product. These structures support students as they generate and organize their ideas for writing and research. All students who are engaged in the classroom work have the opportunity to express what they have learned along the way in the unit. Students’ speaking and listening abilities are assessed by Discussion Tracker.</p>
<p>p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.</p>	<p>In the <a href="#">Wonderstruck</a> unit, students learn the Greek and Latin roots of unit vocabulary, charting as they read <i>The Handmade Alphabet</i>, identifying clues to word meaning.</p>
<p>q. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.</p>	<p>Each lesson’s teacher-facing cards include suggestions for ELL and Struggling Learners throughout.</p>
<p>r. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>Lessons provide multiple checks for understanding in the teacher-facing Student Look Fors, student self- and peer-assess and cold read tasks. Units include four section quizzes, strategically placed after one or two sections to assess student understanding through test items (multiple choice, multiple select), and constructed responses (short and extended).</p>
<p>s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.</p>	<p>All summative assessments (CWT, ET, CRT) within the unit clearly delineate the standards addressed for each question, tasks, and assessment items.</p>
<p><b>Additional comments about high-quality instruction within the materials:</b></p> <ul style="list-style-type: none"> <li>• A description of the classroom framework for implementing Guidebooks is provided on the LearnZillion platform, “How are the materials designed for the classroom?”</li> <li>• Also included in “How are the materials designed for the classroom?” is a Small Group Instruction section with Example Lesson Timing, Grammar Guide and Reading Guide.</li> </ul>	

Section IV: Foundational Skills	
Indicator	Evidence/Notes
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	Each unit contains a <a href="#">Mentor Sentence Language Task</a> within the Section Supports, with explicit directions on how to build students’ sentence composition. Students are exposed to fluent reading of grade-level complex text and practice fluent reading independently and in pairs.
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	Lessons engage students in a variety of foundational skill practice including word sorts, vocabulary word walls, vocabulary logs and charts that are implemented using a variety of methods (whole-class, small-group, pairs, and independent work).
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	Units have at least one lesson of direct instruction of reading fluency where students practice reading with accuracy, appropriate rate and expression. Each unit has Section Supports with a <a href="#">Fluency Task</a> of a reading passage and questions as a check for understanding, which may be used as a formative assessment.
d. Materials provide systematic and explicit instruction in morphology (e.g. Greek and Latin roots).	All units in grade five provide instruction in morphology. Greek and Latin roots are explicitly taught in <a href="#">Wonderstruck lesson 13</a> and <a href="#">Wonderstruck lesson 26</a> to determine the meaning of unknown words. Units make routine use of vocabulary logs and charts which directly support instruction on word families.
e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	N/A
f. Effective reading fluency instruction includes the following: <ul style="list-style-type: none"> <li>● Evidence-based teaching strategies and varied practice opportunities;</li> <li>● Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and</li> <li>● Use of different text types.</li> </ul>	All grade five units contain <a href="#">fluency instruction</a> . Direct instruction is provided in reading with accuracy, appropriate rate and expression across different types of text.
g. Materials support ongoing and frequent formative assessment to determine students’ mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.	Materials provide Fluency Tasks, Let’s Express Our Understanding! slides, and <a href="#">Section Quizzes</a> which allow teachers to conduct in-process evaluations of student progress in foundational literacy skills. <a href="#">Fluency Tasks</a> provide teachers with clear and specific instructions on how to continue to support students who do not read with sufficient accuracy and fluency to support comprehension. Some additional options for supporting students’ fluency practice include: <ul style="list-style-type: none"> <li>a. Have students use a highlighter to annotate where punctuation marks are in the text, so they have a visual “heads up” for an inflection. Discuss what type of pause or</li> </ul>

	<p>inflection is required of each punctuation mark (i.e., a comma is a half-pause, whereas a period is a full stop; voice goes up slightly at end of sentence with a question mark.)</p> <ol style="list-style-type: none"> <li>b. Ask students to highlight or underline the rhyming words in the same color to make connections between the lines of poetry and to support them in reading through the end of a line and reading with rhythm.</li> <li>c. Have students engage in <a href="#">paired or partner reading</a> of the passage.</li> <li>d. After several practices, when students feel ready, they can record an audio of their oral reading. Use an application, such as <a href="#">Fluency Tutor</a> for students to record and track their fluency progress over time.</li> <li>e. Extension: Direct students to listen to their recording, noting how they did with their fluency and identifying one area of strength and one area of improvement. The latter is where they will try to improve on their next fluency task.</li> </ol>
<p>h. Assessments include standards-based diagnostic screening tools to identify students’ instructional needs for targeted re-teaching.</p>	<p>The <a href="#">Supports Flowchart</a> provides teachers with a process to identify grade-level foundational skills standards, compare current student performance to the standards, identify gaps between current performance and standards, and establish a plan with set outcomes. For example, for RF.3 (Students apply grade level phonics and word analysis skills in decoding words. ) if a student reads words inaccurately and/or does not blend the syllables of a word, this could indicate that he/she is reading words letter sound by letter sound or using incorrect vowel sounds or lacks knowledge of monosyllabic phonic elements. Possible supports would be: “Practice blending multisyllabic words: Break apart a multisyllabic word by syllables on index cards. Provide the cards to students. Say the word aloud. Ask students to repeat the word aloud. Prompt students to put the syllables in the order they are spoken aloud. Say the whole word aloud. Repeat this process with several multisyllabic words. Read a multisyllabic word aloud. Ask students to write each syllable on an index card. Prompt students to connect the index cards and read the word aloud. Then, prompt students to write and say the word. Use <a href="#">other activities</a> to practice blending multisyllabic words.”</p>
<p><b>Additional comments about foundational skills within the materials:</b></p> <ul style="list-style-type: none"> <li>● Section Supports include Fluency Task.</li> <li>● Section Supports include Mentor Sentence Language Task.</li> <li>● Grammar Guide provides beginning and ending grade writing samples for grammar expectations.</li> </ul>	

SECTION V.: Additional Components	
Teacher Support	Evidence/Notes
a. Teacher-facing materials (e.g., teacher edition) provides background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	Additional Notes on the teacher-facing cards contain links to appropriate background and related information information to support teacher delivery of lessons.
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	No
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	The first card of each lesson explicitly states the standards and objectives addressed under the lesson title.
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	No
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	Teacher think-alouds and modeling of literacy skills are widely used throughout all lessons.
f. The teacher edition provides guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	Teacher-facing cards provide information to help identify any misconceptions students might have and suggestions for clarifying these are provided.
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	Additional Note on the teacher-facing cards contain extension suggestions for students who might already be at mastery level.
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	Extended learning opportunity (e.g., homework) only supports classroom instruction and provides additional practice of lesson work.
i. The teacher edition provides suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	Teacher-facing cards point out which tasks might be appropriate to be used as a formative assessment to quickly assess student understanding. Often, this can be a “stop and jot” or an exit ticket and review of these indicators can lead to lesson adjustment.
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	Protocols are loaded on the LearnZillion site and include text-based discussion format for <a href="#">Fishbowl</a> and <a href="#">Socratic</a> seminar.
B. Monitoring Student Progress	
k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	All units provide rubrics for writing, as well as student exemplars. All handouts have a “completed” version for teacher support. A Discussion Tracker is provided for oral discussions so the teacher can assess students in Listening and Speaking standards.

LearnZillion EL Education Language Arts Correlation Guide Grade 5

<p>l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.</p>	<p>Each unit includes four to six section quizzes which are standards-based.</p>
<p>m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.</p>	<p>Each lesson has accompanying handouts (e.g., graphic organizers, TDQs, trackers) for students and completed version for teachers to monitor student progress.</p>
<p>n. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>Each unit provides a Family Resource document within the Unit Resources. This resource informs parents about the content within the unit and offers materials and suggestions to support students at home.</p>
<p><b>C. Organization</b></p>	
<p>o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	<p>Grade five contains five units of study, each unit has approximately 40 days of daily lessons (<a href="#">The Making of a Scientist</a> 40 days, <a href="#">The Birchbark House</a> 43 days, <a href="#">The Lion, the Witch and the Wardrobe</a> 43 days, <a href="#">Wonderstruck</a> 43 days, <a href="#">Shutting Out the Sky</a> 39 days).</p>
<p>p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>The five units in grade five are sequenced in the order in which they are to be taught through the school year. <a href="#">The Making of a Scientist</a>, the first unit, begins the instruction of grade level skills. Skills are taught and built upon in each successive unit. By the time students reach <a href="#">Shutting Out the Sky</a> at the end of the year, they have acquired a great deal of knowledge and skill development.</p>
<p>q. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Lessons within the unit follow a predictable sequence: Let's Review, Let's Prepare, Let's Read, Work With Words, Let's Discuss, Let's Write, Let's Express Our Understanding, Let's Close.</p>
<p>r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>	<p>Each unit has a Scope and Sequence provided aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>
<p>s. Each lesson contains a list of required materials.</p>	<p>The Let's Prepare student-facing card lists all materials needed for the student and the teacher-facing card lists any other additional materials required.</p>
<p>t. Lessons, chapters, and units contain estimated instructional times.</p>	<p>Pacing is noted in minutes on each lesson card. Units have approximately 40 lessons.</p>
<p>u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).</p>	<p>All students have access to texts either in the Student Materials book, anchor text or digitally.</p>
<p>v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.</p>	<p>Student Materials book contains a table of contents to help student locate texts and materials necessary for the lessons. Each unit contains a Vocabulary Guide for the teacher about important ELA terms to be taught with suggestions for instruction. The Text Access document lists all text chapters and excerpts.</p>
<p>w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.</p>	<p>The section, "<a href="#">What's in the Curriculum?</a>", found on the LearnZillion platform provides the research behind the instructional approaches within the program.</p>

x. Materials include a list of Tennessee English Language Arts Standards in teacher’s guide.	A list of Tennessee English Language Arts Standards is provided.
<b>Additional Comments about Section V: Additional Components</b> <ul style="list-style-type: none"><li>● Section Supports are included which provide a fluency task and vocabulary task for the sections. Appropriate suggestions and materials are provided for supporting varying student needs. The materials include “Let’s Set the Context” videos that help to build knowledge for learners. The materials also include Diverse Learners Supports that address scaffolds for language, structure, knowledge, and purpose. Appropriate suggestions are provided for supporting student needs such as pacing, alternate approaches and reteaching strategies.</li><li>● Also included for each unit is the Family Resource, which are family-ready supports aligned to the unit.</li><li>● LearnZillion Guidebooks can be assigned through Google Classroom.</li></ul>	