

Grade 5 MELD Alignment to CA Treasures

Unit: 1 “Taking A Stand”

Big Question: “How and why do people take a stand for what they believe in?”

Week: 1 Theme: “Fighting Back! Selection : “Goin’ Someplace Special”

Day 1	Day 2	Day 3	Day 4	Day 5	
Oral Language: <ul style="list-style-type: none"> Listening Comprehension Speaking / Viewing 	Focus Question: “What rights do you think all citizens of the United States should have?”	Focus Question: “Why is ‘Tricia Ann’s ‘special place’ different from other places in town?”	Focus Question: “Compare Joe’s experience at the drugstore to ‘Tricia Ann’s experience on the bus and in the hotel lobby.	Focus Question: “Compare the experiences that Ruby Bridges and ‘Tricia Ann went through.”	Focus Question: “How do you think the settings can affect the characters’ perspective?”
Cooperative Learning Environments:	Instructional Conversations:	Academic Language Development:	Advanced Graphic Organizers:	Making Cultural Connections:	Contrastive Analysis:
<ul style="list-style-type: none"> Discussion protocols 	<ul style="list-style-type: none"> Each day, discuss how a character fought back Students will work in groups to create circle maps, and present them to class 	segregation, stubborn, budging <ul style="list-style-type: none"> Personal Thesaurus entries Group word maps 	<ul style="list-style-type: none"> Double bubble maps Circle maps 	<ul style="list-style-type: none"> You Tube video biographies Be sure to include biographies of Latino/a activists Biographies of children taking stands Students will interview someone in their family, finding out about a time they took a personal stand against something they thought was wrong 	<ul style="list-style-type: none"> Same voiced consonant clusters Inflection endings Refer to AEMP’s AAL and MxAL Guides for language support

Academic Vocabulary Development

Questions to consider when infusing Access Strategies into Treasures

1. Which words will I select?
2. Which vocabulary teaching strategies will I use?
 1. PT
 2. Word squares (personal thesaurus)
 3. Whip around
 4. Think / Pair/ Share
 5. Shout out to review (for clozed sentences)
 6. Picture
 7. WAC a word
 8. Use a thesaurus
3. What Treasures resources will I use
 1. TE / Student pages
 2. Visual Vocabulary Resources
 3. Transparencies book

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Word Study: Vocabulary Words: scald, permission, autograph, fare, blurted, clenched, approached, spectacular		<ul style="list-style-type: none"> WAC a word Students try to use context to define vocabulary words 		<ul style="list-style-type: none"> Students create word squares (personal dictionary) 		Academic Vocabulary: character, setting, summarize, autobiography		Using sentence frames to practice writing and speaking using vocabulary words	
Spelling: Short Vowel Sounds		Cooperative Learning Environments:		Instructional Conversations:		Academic Language Development:		Advanced Graphic Organizers:	
<ul style="list-style-type: none"> Students work in pairs to complete graphic organizers related to vocabulary and spelling words 		Whip around to practice using vocabulary words in context		<ul style="list-style-type: none"> Students make entries into Personal Thesaurus using a thesaurus to help them generate synonyms TPR Visual Vocabulary Cards 		<ul style="list-style-type: none"> Tree maps to classify words with short vowel sounds 		<ul style="list-style-type: none"> Check Grammar Transfer pages Same voiced consonant clusters Inflectional endings _ed 	

Academic Vocabulary Development

1. Which words will I select?

Words they'll already know	Tier 2 vocabulary words	Tier three vocabulary words

Comprehension

Questions to consider when infusing Access Strategies into Treasures

1. What strategies should I use to promote high levels of student engagement with the text?
 1. Discussion Protocols
 2. Different Read-Aloud strategies
2. Do I need to use culturally responsive literature during MELD to help scaffold students' comprehension of the week's strategies and skills?

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Reading: Comprehension Strategy: Analyze Story Structure Skill: Character and Setting			Academic Vocabulary: character, setting, summarize, autobiography						
Cooperative Learning Environments:	Instructional Conversations:	Academic Language Development:	Advanced Graphic Organizers:	Making Cultural Connections:	Contrastive Analysis:				
<ul style="list-style-type: none"> Students work in pairs to complete graphic organizers related to Comprehension Skill 	<ul style="list-style-type: none"> Discussion Protocols 	<ul style="list-style-type: none"> Idioms, the selection is full of idioms used to help the main character stand tall 	<ul style="list-style-type: none"> Bubble map choice of main characters 		<ul style="list-style-type: none"> Check Grammar Transfer pages Same voiced consonant clusters Inflectional endings _ed 				

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Language Arts: Writing <ul style="list-style-type: none"> • Focusing on a moment • Strong Sentences 	Daily Writing Prompt: “Write about a time you stood up for your point of view.”	Daily Writing Prompt: “Write a paragraph describing how your school might honor civil rights. How would you celebrate?”	Daily Writing Prompt: “Write a description of a civil rights memorial you would like to design.”	Daily Writing Prompt: “Write an advice column suggesting a course of action for someone whose civil rights have been denied.”	Daily Writing Prompt: “Write a proposal that would establish a day to celebrate people from different cultures.”	Grammar <ul style="list-style-type: none"> • Sentences • Types of Sentences • Punctuating Sentences 				
Cooperative Learning Environments:	Instructional Conversations: <ul style="list-style-type: none"> • Response Protocols 	Academic Language Development:	Advanced Graphic Organizers: <ul style="list-style-type: none"> • Tree Map to classify sentences 	Making Cultural Connections: <ul style="list-style-type: none"> • Find pictures to go along with writing prompts • Allow students to write their sentences about topics they connect with. 	Contrastive Analysis: <ul style="list-style-type: none"> • Same voiced consonant clusters • Inflection endings • Refer to AEMP’s AAL and MxAL Guides for language support 					
Sample MELD & Treasures Weekly Planner Dr. Jamila Gillenwaters										