

Grade 5 Planner

Unit 1										
<p>Big Idea: Eureka! I've Got It!</p> <p>Where can an idea begin?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<p>Writing Unit 1: Unit Writing Products: Autobiographical Sketch, Personal Narrative Writing Focus: Narrative Text</p>	Research
<p>Week 1 Weekly Concept: Meeting a Need</p> <p>Essential Question: How do we get the things we need?</p>	<p>Title: "Finding a Way"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Reread</p>	<p>Short Text: "A Fresh Idea"</p> <p>Lexile: 760</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Sequence</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Main Selection Title: <i>One Hen</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 810</p> <p>Paired Selection Title: "Banks: Their Business and Yours"</p> <p>Genre: Expository Text</p> <p>Lexile: 850</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>Parker's Plan</i> Lexile: 680</p> <p>O: <i>Can-do Canines</i> Lexile: 790</p> <p>E: <i>Can-do Canines</i> Lexile: 570</p> <p>B: <i>Cleaning Up the Competition</i> Lexile: 970</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles A: "Taking Care of Your Money" O: "You Can Bank on It" E: "You Can Bank on It" B: "Growing Money"</p>	<p>Reading/Writing Workshop: Connection of Ideas; Genre</p> <p>Literature Anthology: Prior Knowledge; Specific Vocabulary; Organization; Sentence Structure; Connection of Ideas</p>	<p>Vocabulary Words: afford, loan, profit, prosper, risk, savings, scarce, wages</p> <p>Additional Domain Words: transport, wares</p> <p>Additional Academic Vocabulary: context clues, descriptive details</p> <p>Vocabulary Strategy: Context Clues: Sentence Clues</p> <p>Build Vocabulary: second-hand, speckled, plump, comb, skittering, coop, headquarters, accounts, clinics</p>	<p>Phonics/Spelling Skill: Short Vowels</p>	<p>Fluency Skill: Expression and Accuracy</p>	<p>Writing Trait: Ideas: Descriptive Details</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "A Fresh Idea" LA: <i>One Hen</i>; "Banks: Their Business and Yours"</p> <p>Grammar Skill: Sentences</p> <p>Grammar Mechanics: Punctuate sentences</p>	<p>Project: Money and Loans</p> <p>Create a Venn diagram.</p>

Grade 5 Planner

Unit 1										
<p>Big Idea: Eureka! I've Got It!</p> <p>Where can an idea begin?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 1: Unit Writing Products: Autobiographical Sketch, Personal Narrative Writing Focus: Narrative Text</p>	<p>Research</p>
<p>Week 2</p> <p>Weekly Concept: Trial and Error</p> <p>Essential Question: What can lead us to rethink an idea?</p> <p>Connect to Science: Compare different proposals for solutions based on how well they help.</p>	<p>Title: "Shelter in a Storm"</p> <p>Genre: Realistic Fiction, Adventure</p> <p>Strategy: Reread</p>	<p>Short Text: "Whitewater Adventure"</p> <p>Lexile: 760</p> <p>Genre: Realistic Fiction, Adventure</p> <p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Problem and Solution</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Problem and Solution</p> <p>Main Selection Title: <i>Second Day, First Impressions</i></p> <p>Genre: Realistic Fiction, Adventure</p> <p>Lexile: 800</p> <p>Paired Selection Title: "Lost in the Museum Wings"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 720</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Problem and Solution</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>Dog Gone</i> Lexile: 670</p> <p>O: <i>Shhh! It's a Surprise!</i> Lexile: 760</p> <p>E: <i>Shhh! It's a Surprise!</i> Lexile: 520</p> <p>B: <i>Lost and Found</i> Lexile: 860</p> <p>Paired Selections Genre: Realistic Fiction</p> <p>Titles: A: "Lights Out!" O: "The Perfect Gift" E: "The Perfect Gift" B: "It's a Challenge"</p>	<p>Reading/Writing Workshop: Organization; Connection of Ideas</p> <p>Literature Anthology: Specific Vocabulary; Genre; Connection of Ideas; Sentence Structure; Prior Knowledge</p>	<p>Vocabulary Words: accomplish, anxious, assemble, decipher, distracted, navigate, options, retrace</p> <p>Additional Domain Words: monarchs</p> <p>Additional Academic Vocabulary: problem, solution</p> <p>Vocabulary Strategy: Idioms</p> <p>Build Vocabulary: audibly, perplexed, deftly, plaque, shortcut, scraggly, plucked, mur-mured, veered, beckoning</p>	<p>Phonics/Spelling Skill: Long Vowels</p>	<p>Fluency Skill: Intonation</p>	<p>Writing Trait: Voice: Style and Tone</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "Whitewater Adventure" LA: <i>Second Day, First Impressions</i>; "Lost in the Museum Wings"</p> <p>Grammar Skill: Subjects and Predicates</p> <p>Grammar Mechanics: Commas</p>	<p>Project: Great Inventions</p> <p>Create a time line.</p>

Grade 5 Planner

Unit 1										
<p>Big Idea: Eureka! I've Got It!</p> <p>Where can an idea begin?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1: Unit Writing Products: Autobiographical Sketch, Personal Narrative Writing Focus: Narrative Text	Research
<p>Week 3</p> <p>Weekly Concept: Seeing for Yourself</p> <p>Essential Question: How can experiencing nature change the way you think about it?</p>	<p>Title: "Capturing the Natural World"</p> <p>Genre: Narrative Nonfiction</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "A Life in the Woods"</p> <p>Lexile: 770</p> <p>Genre: Narrative Nonfiction</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Text Features: Secondary and Primary Sources</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selection Title: <i>Camping with the President</i></p> <p>Genre: Narrative Nonfiction</p> <p>Lexile: 760</p> <p>Paired Selection Title: "A Walk with Teddy"</p> <p>Genre: Autobiography</p> <p>Lexile: 910</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selections Genre: Narrative Nonfiction</p> <p>A: <i>Save This Space!</i> Lexile: 750</p> <p>O: <i>Save This Space!</i> Lexile: 960</p> <p>E: <i>Save This Space!</i> Lexile: 730</p> <p>B: <i>Save This Space!</i> Lexile: 980</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "The Journey of Lewis and Clark" O: "The Journey of Lewis and Clark" E: "The Journey of Lewis and Clark"</p>	<p>Reading/Writing Workshop: Purpose; Connection of Ideas</p> <p>Literature Anthology: Prior Knowledge; Specific Vocabulary; Sentence Structure; Purpose; Connection of Ideas</p>	<p>Vocabulary Words: debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</p> <p>Additional Domain Words: bully, dee-lighted, day-to-day, centuries-old, cinnamon-colored, ringed, abundance, abundant</p> <p>Additional Academic Vocabulary: cause, effect</p> <p>Vocabulary Strategy: Homographs</p> <p>Build Vocabulary: escorted, grove, interspersed, lurking, vertical, reared, throng</p>	<p>Phonics/Spelling Skill: Words with /ū/, ū, and /ü/</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Word Choice: Strong Words</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "A Life in the Woods" LA: <i>Camping with the President</i>; "A Walk with Teddy"</p> <p>Grammar Skill: Compound Sentences and Conjunctions</p> <p>Grammar Mechanics: Punctuation in compound sentences</p>	<p>Project: National Parks</p> <p>Create a promotional map.</p>

Grade 5 Planner

Unit 1										
<p>Big Idea: Eureka! I've Got It!</p> <p>Where can an idea begin?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 1: Unit Writing Products: Autobiographical Sketch, Personal Narrative Writing Focus: Narrative Text</p>	<p>Research</p>
<p>Week 4 Weekly Concept: Inventions</p> <p>Essential Question: How does technology lead to creative ideas?</p> <p>Connect to Science: Investigate a solution to determine how well it performs under likely conditions.</p>	<p>Title: "A Pioneer of Photography"</p> <p>Genre: Biography</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Fantasy Becomes Fact"</p> <p>Lexile: 800</p> <p>Genre: Biography</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Text Features: Illustrations and Photographs</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Main Selection Title: <i>The Boy Who Invented TV</i></p> <p>Genre: Biography</p> <p>Lexile: 860</p> <p>Paired Selection Title: "Time to Invent"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 770</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selections Genre: Biography</p> <p>A: <i>Snapshot! The Story of George Eastman</i> Lexile: 760</p> <p>O: <i>Snapshot! The Story of George Eastman</i> Lexile: 860</p> <p>E: <i>Snapshot! The Story of George Eastman</i> Lexile: 640</p> <p>B: <i>Snapshot! The Story of George Eastman</i> Lexile: 960</p> <p>Paired Selections Genre: Realistic Fiction</p> <p>Titles: A: "The Ultimate Birthday" O: "The Ultimate Birthday"</p>	<p>Reading/Writing Workshop: Prior Knowledge; Sentence Structure</p> <p>Literature Anthology: Connection of Ideas; Purpose; Specific Vocabulary; Sentence Structure</p>	<p>Vocabulary Words: breakthrough, captivated, claimed, deices, enthusiastically, envisioned, passionate, patents</p> <p>Additional Domain Words: generator, bombarded, electron, whirl, converter, dissector</p> <p>Additional Academic Vocabulary: time-order, sequence</p> <p>Vocabulary Strategy: Greek Roots</p> <p>Build Vocabulary: mechanical, grazing, orderly, stimulated, fused, parallel, controversial, broadcasts, obsession, in unison, surge</p>	<p>Phonics/Spelling Skill: r-controlled Vowels /är/, /âr/, /ôr/</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Organization: Sequence</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "Fantasy Becomes Fact" LA: <i>The Boy Who Invented TV</i>; "Time to Invent"</p> <p>Grammar Skill: Complex Sentences</p> <p>Grammar Mechanics: Using commas</p>	<p>Project: History of a Groundbreaking Invention</p> <p>Add information to a shared research board.</p>

Grade 5 Planner

Unit 1										
<p>Big Idea: Eureka! I've Got It!</p> <p>Where can an idea begin?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1: Unit Writing Products: Autobiographical Sketch, Personal Narrative Writing Focus: Narrative Text	Research
<p>Week 5</p> <p>Weekly Concept: New Technology</p> <p>Essential Question: What are the positive and negative effects of new technology?</p> <p>Connect to Science: Research a problem before beginning to design a solution.</p>	<p>Title: "Electronic Books: A New Way to Read"</p> <p>Genre: Persuasive Article</p> <p>Strategy: Reread</p>	<p>Short Text: "Are Electronic Devices Good for Us?"</p> <p>Lexile: 900</p> <p>Genre: Persuasive Article</p> <p>Strategy: Reread</p> <p>Skill: Author's Point of View</p> <p>Text Features: Headings and Graphs</p>	<p>Strategy: Reread</p> <p>Skill: Author's Point of View</p> <p>Main Selection Title: <i>The Future of Transportation</i></p> <p>Genre: Persuasive Article</p> <p>Lexile: 870</p> <p>Paired Selection Title: "Getting From Here to There"</p> <p>Genre: Technical Text</p> <p>Lexile: 890</p>	<p>Strategy: Reread</p> <p>Skill: Author's Point of View</p> <p>Main Selections Genre: Expository Text</p> <p>A: <i>What About Robots?</i> Lexile: 740</p> <p>O: <i>What About Robots?</i> Lexile: 840</p> <p>E: <i>What About Robots?</i> Lexile: 760</p> <p>B: <i>What About Robots?</i> Lexile: 990</p> <p>Paired Selections Genre: Persuasive Article</p> <p>Titles: A: No Substitute O: No Substitute E: No Substitute B: No Substitute</p>	<p>Reading/Writing Workshop: Organization</p> <p>Literature Anthology: Purpose; Connection of Ideas; Genre</p>	<p>Vocabulary Words: access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</p> <p>Additional Academic Vocabulary: analysis, counterpoint</p> <p>Vocabulary Strategy: Greek and Latin Prefixes</p>	<p>Phonics/Spelling Skill: r-controlled Vowel /ûr/</p>	<p>Fluency Skill: Phrasing</p>	<p>Writing Trait: Sentence Fluency: Vary Sentence Structure</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: RWW: "Are Electronic Devices Good for Us?" LA: "The Future of Transportation"; "Getting From Here to There"</p> <p>Grammar Skill: Run-on Sentences and Fragments</p> <p>Grammar Mechanics: Correcting run-on sentences</p>	<p>Project: Invention and Technology</p> <p>Write a persuasive speech.</p>

Grade 5 Planner

Unit 2										
<p>Big Idea: Taking the Next Step</p> <p>What does it take to put a plan into action?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Expository Text</p>	<p>Research</p>
<p>Week 1</p> <p>Weekly Concept: Reaching a Compromise</p> <p>Essential Question: What do good problem solvers do?</p> <p>Connect to Social Studies: Identify the major groups responsible for the founding of the 13 original colonies.</p>	<p>Title: "The Mayflower Compact"</p> <p>Genre: Expository Text</p> <p>Strategy: Reread</p>	<p>Short Text: "Creating a Nation"</p> <p>Lexile: 690</p> <p>Genre: Expository Text</p> <p>Strategy: Reread</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Text Features: Headings, Time line</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Main Selection Title: <i>Who Wrote the U.S. Constitution?</i> Genre: Expository Text Lexile: 760</p> <p>Paired Selection Title: "Parchment and Ink" Genre: Expository Text Lexile: 830</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Main Selections Genre: Expository Text A: <i>The Bill of Rights</i> Lexile: 820 O: <i>The Bill of Rights</i> Lexile: 920 E: <i>The Bill of Rights</i> Lexile: 840 B: <i>The Bill of Rights</i> Lexile: 1000</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "Having Your Say" O: "Having Your Say" E: "Having Your Say" B: "Having Your Say"</p>	<p>Reading/Writing Workshop: Organization; Specific Vocabulary</p> <p>Literature Anthology: Prior Knowledge; Specific Vocabulary; Sentence Structure; Genre; Organization; Connection of Ideas</p>	<p>Vocabulary Words: committees, convention, debate, proposal, representatives, resolve, situation, union</p> <p>Additional Domain Words: representatives, delegate, executive branch, legislative branch, judicial branch, House of Representatives, Senate, proportional, constitution, preamble</p> <p>Additional Academic Vocabulary: focus, example</p> <p>Vocabulary Strategy: Context Clues: Definitions and Restatements</p> <p>Build Vocabulary: urgency, livestock, overrule, versus, brink, proposed, rural, guaranteed, witnessed</p>	<p>Phonics/Spelling Skill: Variant Vowel /ô/; Diphthongs /oi/, /ou/</p>	<p>Fluency Skill: Rate and Accuracy</p>	<p>Writing Trait: Ideas: Main Ideas</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "Creating a Nation" LA: <i>Who Wrote the U.S. Constitution?</i>; "Parchment and Ink"</p> <p>Grammar Skill: Kinds of Nouns</p> <p>Grammar Mechanics: Capitalizing proper nouns</p>	<p>Inquiry Space: Informative Investigate: Solar Energy</p>

Grade 5 Planner

Unit 2										
<p>Big Idea: Taking the Next Step</p> <p>What does it take to put a plan into action?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 2</p> <p>Weekly Concept: Seeking the Answer</p> <p>Essential Question: What can you do to get the information you need?</p> <p>Connect to Science: Analyze human impacts on Earth systems.</p>	<p>Title: "Jack and the King's Rainbow Fish"</p> <p>Genre: Fairy Tale</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Short Text: "A Modern Cinderella"</p> <p>Lexile: 800</p> <p>Genre: Fairy Tale</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast Events</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast Events</p> <p>Main Selection Title: <i>Where the Mountain Meets the Moon</i> Genre: Fairy Tale Lexile: 820</p> <p>Paired Selection Title: "The Princess and the Pea" Genre: Fairy Tale Lexile: 690</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast Events</p> <p>Main Selections Genre: Fairy Tale</p> <p>A: <i>The Bird of Truth</i> Lexile: 700</p> <p>O: <i>The Talking Eggs</i> Lexile: 760</p> <p>E: <i>The Talking Eggs</i> Lexile: 590</p> <p>B: <i>Three Golden Oranges</i> Lexile: 950</p> <p>Paired Selections Genre: Fairy Tale</p> <p>Titles: A: "The Singers of Bremen" O: "The Salamander" E: "The Salamander" B: "Toads and Diamonds"</p>	<p>Reading/Writing Workshop: Genre; Organization</p> <p>Literature Anthology: Organization; Purpose; Connection of Ideas; Specific Vocabulary; Sentence Structure; Genre</p>	<p>Vocabulary Words: circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure</p> <p>Additional Domain Words: pedigree, credentials</p> <p>Additional Academic Vocabulary: confirm, revise</p> <p>Vocabulary Strategy: Simile and Metaphor</p> <p>Build Vocabulary: guardian, ancestor, pavilion, cherished, revered, scrutinizing, corrupt, brocade</p>	<p>Phonics/Spelling Skill: Plurals</p>	<p>Fluency Skill: Expression and Accuracy</p>	<p>Writing Trait: Organization: Strong Openings</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "A Modern Cinderella" LA: <i>Where the Mountain Meets the Moon</i>; "The Princess and the Pea"</p> <p>Grammar Skill: Singular and Plural Nouns</p> <p>Grammar Mechanics: Forming plural nouns</p>	<p>Inquiry Space: Informative Investigate: Solar Energy</p>

Grade 5 Planner

Unit 2										
<p>Big Idea: Taking the Next Step</p> <p>What does it take to put a plan into action?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 3 Weekly Concept: Investigations</p> <p>Essential Question: How do we investigate questions about nature?</p> <p>Connect to Science: Describe how John James Audubon investigated questions about birds</p>	<p>Title: "Thomas Moran, Landscape Painter"</p> <p>Genre: Biography</p> <p>Strategy: Reread</p>	<p>Short Text: "Growing in Place: The Story of E. Lucy Braun"</p> <p>Lexile: 690</p> <p>Genre: Biography</p> <p>Strategy: Reread</p> <p>Skill: Text Structure: Sequence</p> <p>Text Features: Illustrations and Photographs</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Sequence</p> <p>Main Selection Title: <i>The Boy Who Drew Birds</i> Genre: Biography Lexile: 790</p> <p>Paired Selection Title: "Daedalus and Icarus" Genre: Myth Lexile: 610</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Sequence</p> <p>Main Selections Genre: Biography A: <i>Norman Borlaug and the Green Revolution</i> Lexile: 740 O: <i>Norman Borlaug and the Green Revolution</i> Lexile: 900 E: <i>Norman Borlaug and the Green Revolution</i> Lexile: 770 B: <i>Norman Borlaug and the Green Revolution</i> Lexile: 940</p> <p>Paired Selections Genre: Myth</p> <p>Titles: A: "Golden Apples" O: "Golden Apples" E: "Golden Apples"</p>	<p>Reading/Writing Workshop: Specific Vocabulary; Organization</p> <p>Literature Anthology: Purpose; Genre; Specific Vocabulary; Organization; Connection of Ideas</p>	<p>Vocabulary Words: behaviors, disappearance, energetic, flurry, migrate, observation, theory, transformed</p> <p>Additional Domain Words: specimens, herbarium, botany, thou, wouldst</p> <p>Additional Academic Vocabulary: definitions, quotation</p> <p>Vocabulary Strategy: Greek and Latin Suffixes</p> <p>Build Vocabulary: graceful, commerce, hollows, tending, stray, throaty, nesting, medieval, preening</p>	<p>Phonics/Spelling Skill: Inflectional Endings</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Ideas: Supporting Details</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "Growing in Place: The Story of E. Lucy Braun" LA: <i>The Boy Who Drew Bird</i>; "Daedalus and Icarus"</p> <p>Grammar Skill: More Plural Nouns</p> <p>Grammar Mechanics: Plural forms and Appositives</p>	<p>Inquiry Space: Informative Investigate: Solar Energy</p>

Grade 5 Planner

Unit 2										
<p>Big Idea: Taking the Next Step</p> <p>What does it take to put a plan into action?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 4 Weekly Concept: A Plan of Action</p> <p>Essential Question: When has a plan helped you accomplish a task?</p> <p>Connect to Science: Find out how two substances mixed together can form a new substance.</p>	<p>Title: "Lost Lake and the Golden Cup"</p> <p>Genre: Folktale</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Short Text: "The Magical Lost Brocade"</p> <p>Lexile: 740</p> <p>Genre: Folktale</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>Blancaflor</i></p> <p>Genre: Folktale</p> <p>Lexile: 870</p> <p>Paired Selection Title: "From Tale to Table"</p> <p>Genre: Expository Text</p> <p>Lexile: 990</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Theme</p> <p>Main Selections Genre: Folktale</p> <p>A: <i>The Lion's Whiskers</i> Lexile: 760</p> <p>O: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 810</p> <p>E: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 570</p> <p>B: <i>Clever Manka</i> Lexile: 860</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "From Fiber to Fashion" O: "Make a Drum" E: "Make a Drum" B: "From Bee to You"</p>	<p>Reading/Writing Workshop: Organization; Genre</p> <p>Literature Anthology: Genre; Sentence Structure; Connection of Ideas; Specific Vocabulary; Prior Knowledge</p>	<p>Vocabulary Words: assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</p> <p>Additional Domain Words: ravine, embrace, subsided</p> <p>Additional Academic Vocabulary: foreshadowing, imagery</p> <p>Vocabulary Strategy: Personification</p> <p>Build Vocabulary: consulted, solemnly, cascading, placid, comb, deserted, barren, saplings, casks, dismayed</p>	<p>Phonics/Spelling Skill: Contractions</p>	<p>Fluency Skill: Rate</p>	<p>Writing Trait: Organization: Sequence</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "The Magical Lost Brocade" LA: <i>Blancaflor</i>; "From Tale to Table"</p> <p>Grammar Skill: Possessive Nouns</p> <p>Grammar Mechanics: Adding -s or 's</p>	<p>Inquiry Space: Informative Investigate: Solar Energy</p>

Grade 5 Planner

Unit 2										
<p>Big Idea: Taking the Next Step</p> <p>What does it take to put a plan into action?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<p>Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text</p>	Research
<p>Week 5 Weekly Concept: Making It Happen</p> <p>Essential Question: What motivates you to accomplish a goal?</p>	<p>Title: "How to Make a Friend"</p> <p>Genre: Narrative poem</p> <p>Strategy: Reread</p>	<p>Short Texts: "A Simple Plan," "Rescue"</p> <p>Lexile: NP</p> <p>Genre: Narrative and Free Verse Poetry</p> <p>Strategy: Reread</p> <p>Skill: Theme</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Main Selections Title: <i>Stage Fright</i>, <i>Catching Quiet</i></p> <p>Genre: Narrative and Free Verse Poetry</p> <p>Lexile: NP</p> <p>Paired Selection Title: "Foul Shot"</p> <p>Genre: Free Verse Poetry</p> <p>Lexile: NP</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Main Selections Genre: <i>Realistic Fiction</i></p> <p>A: <i>Clearing the Jungle</i> Lexile: 650</p> <p>O: <i>I Want to Ride!</i> Lexile: 730</p> <p>E: <i>I Want to Ride!</i> Lexile: 600</p> <p>B: <i>Changing Goals</i> Lexile: 860</p> <p>Paired Selections Genre: Poetry</p> <p>Titles: A: "Just for Once" O: "Home Run" E: "Smash!" B: "Today's Lesson"</p>	<p>Reading/Writing Workshop: Connection of Ideas; Specific Vocabulary</p> <p>Literature Anthology: Genre; Organization</p>	<p>Vocabulary Words: ambitious, memorized, satisfaction, shuddered</p> <p>Poetry Terms: narrative, repetition, free verse, rhyme</p> <p>Additional Academic Vocabulary: rhythm, precise language</p> <p>Vocabulary Strategy: Homographs</p>	<p>Phonics/Spelling Skill: Closed Syllables</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Word Choice: Precise Language</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "A Simple Plan," "Rescue" LA: "Stage Fright," "Catching Quiet"; "Foul Shot"</p> <p>Grammar Skill: Prepositional Phrases</p> <p>Grammar Mechanics: Punctuating titles and letters</p>	<p>Inquiry Space: Informative Investigate: Solar Energy</p>

Grade 5 Planner

Unit 3										
<p>Big Idea: Getting from Here to There</p> <p>What kinds of experiences can lead to new discoveries?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 3: Unit Writing Products: Book Review, Opinion Essay Writing Focus: Opinion</p>	<p>Research</p>
<p>Week 1 Weekly Concept: Cultural Exchange</p> <p>Essential Question: What can learning about different cultures teach us?</p> <p>Connect to Science: Describe the role of water in Earth's surface processes.</p>	<p>Title: "Foods for Thought"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p>	<p>Short Text: "A Reluctant Traveler"</p> <p>Lexile: 770</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Summarize</p> <p>Skill: Theme</p>	<p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>They Don't Mean It!</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 870</p> <p>Paired Selection Title: "Where Did That Come From?"</p> <p>Genre: Expository Text</p> <p>Lexile: 940</p>	<p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>All the Way from Europe</i> Lexile: 690</p> <p>O: <i>Dancing the Flamenco</i> Lexile: 790</p> <p>E: <i>Dancing the Flamenco</i> Lexile: 510</p> <p>B: <i>A Vacation in Minnesota</i> Lexile: 950</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "A Sporting Gift" O: "Flamenco" E: "Flamenco" B: "The Scandinavian State?"</p>	<p>Reading/Writing Workshop: Purpose; Connection of Ideas</p> <p>Literature Anthology: Prior Knowledge; Specific Vocabulary; Connection of Ideas; Purpose; Genre</p>	<p>Vocabulary Words: appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</p> <p>Additional Domain Words: winter solstice</p> <p>Additional Academic Vocabulary: intonation, audience</p> <p>Vocabulary Strategy: Context Clues: Cause/Effect</p> <p>Build Vocabulary: adjusted, gradually, pitiful, promote, lichen, wiggling, complaints, congestion, overhearing, modest</p>	<p>Phonics/Spelling Skill: Open Syllables</p>	<p>Fluency Skill: Intonation</p>	<p>Writing Trait: Voice: Formal and Informal Voice</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "A Reluctant Traveler" LA: <i>They Don't Mean It!</i>; "Where Did That Come From?"</p> <p>Grammar Skill: Action Verbs</p> <p>Grammar Mechanics: Subject-verb agreement</p>	<p>Inquiry Space: Opinion Take a Stand: Water Conservation</p>

Grade 5 Planner

Unit 3										
<p>Big Idea: Getting from Here to There</p> <p>What kinds of experiences can lead to new discoveries?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 3: Unit Writing Products: Book Review, Opinion Essay Writing Focus: Opinion</p>	<p>Research</p>
<p>Week 2 Weekly Concept: Being Resourceful</p> <p>Essential Question: How can learning about nature be useful?</p> <p>Connect to Science: Explain how the food for any kind of animal can be traced back to plants.</p>	<p>Title: "Lucia the Hummingbird"</p> <p>Genre: Fantasy</p> <p>Strategy: Summarize</p>	<p>Short Text: "Survivaland"</p> <p>Lexile: 790</p> <p>Genre: Fantasy</p> <p>Strategy: Summarize</p> <p>Skill: Theme</p>	<p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Main Selection Title: <i>Weslandia</i></p> <p>Genre: Fantasy</p> <p>Lexile: 900</p> <p>Paired Selection Title: "Plants with a Purpose"</p> <p>Genre: Expository Text</p> <p>Lexile: 870</p>	<p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Main Selections Genre: Fantasy</p> <p>A: <i>Over the Top</i> Lexile: 660</p> <p>O: <i>In Drama Valley</i> Lexile: 790</p> <p>E: <i>In Drama Valley</i> Lexile: 600</p> <p>B: <i>Welcome to the Wilds</i> Lexile: 890</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "Rain-Forest Treasures" O: "Medicine from the Sea" E: "Medicine from the Sea" B: "Kakapo: A Very Special Parrot"</p>	<p>Reading/Writing Workshop: Organization; Sentence Structure</p> <p>Literature Anthology: Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge</p>	<p>Vocabulary Words: civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors</p> <p>Additional Domain Words: staple, crop, found, breakfasting, tubers, aromatic, myriad, scornful, apiece, mortar</p> <p>Additional Academic Vocabulary: fantasy, sensory language</p> <p>Vocabulary Strategy: Context Clues: Comparison</p> <p>Build Vocabulary: miserable, outcast, bribe, rind, entrancing, tangy, repellent, domain, innovations, blunders</p>	<p>Phonics/Spelling Skill: Open Syllables (V/V)</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Word Choice: Connotation and Denotation</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: RWW: "Survivaland" LA: <i>Weslandia</i>; "Plants with a Purpose"</p> <p>Grammar Skill: Verb Tenses</p> <p>Grammar Mechanics: Avoid shifting tenses</p>	<p>Inquiry Space: Opinion Take a Stand: Water Conservation</p>

Grade 5 Planner

Unit 3										
Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Products: Book Review, Opinion Essay Writing Focus: Opinion	Research
Week 3 Weekly Concept: Patterns Essential Question: Where can you find patterns in nature? Connect to Science: Describe the interaction between the hydrosphere and the atmosphere.	Title: "Protective Patterns" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Patterns of Change" Lexile: 840 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Text Features: Diagram	Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Main Selection Title: <i>The Story of Snow</i> Genre: Expository Text Lexile: 890 Paired Selection Title: "Fibonacci's Amazing Find" Genre: Expository Text Lexile: 890	Strategy: Ask and Answer Questions Skill: Main Ideas and Key Details Main Selections Genre: Expository Text A: <i>Weather Patterns</i> Lexile: 800 O: <i>Weather Patterns</i> Lexile: 950 E: <i>Weather Patterns</i> Lexile: 830 B: <i>Weather Patterns</i> Lexile: 980 Paired Selections Genre: Expository Text Titles: A: "Cloud Atlas" O: "Cloud Atlas" E: "Cloud Atlas" B: "Cloud Atlas"	Reading/Writing Workshop: Connection of Ideas; Genre Literature Anthology: Specific Vocabulary; Genre; Connection of Ideas; Organization; Prior Knowledge	Vocabulary Words: contact, erode, formation, moisture, particles, repetition, structure, visible Additional Domain Words: vapor, dendrite, water molecule, symmetry, Fahrenheit, Celsius Additional Academic Vocabulary: diagram, evidence Vocabulary Strategy: Greek Roots Build Vocabulary: bacteria, hexagon, sprout, hovers, complicated, range, millimeter, wedges	Phonics/Spelling Skill: Vowel Team Syllables	Fluency Skill: Rate and Accuracy	Writing Trait: Ideas: Relevant Evidence Write About the Text: Informative Text Write to Sources: RWW: "Patterns of Change" LA: <i>The Story of Snow</i> ; "Fibonacci's Amazing Find" Grammar Skill: Main Verbs and Helping Verbs Grammar Mechanics: Special helping verbs; Contractions, Troublesome words	Inquiry Space: Opinion Take a Stand: Water Conservation

Grade 5 Planner

Unit 3										
<p>Big Idea: Getting from Here to There</p> <p>What kinds of experiences can lead to new discoveries?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Reading/Writing Workshop Comprehension	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<p>Writing Unit 3: Unit Writing Products: Book Review, Opinion Essay Writing Focus: Opinion</p>	Research
<p>Week 4 Weekly Concept: Teamwork</p> <p>Essential Question: What benefits come from people working as a group?</p>	<p>Title: "Teamwork in Space"</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Gulf Spill Superheroes"</p> <p>Lexile: 860</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Text Features: Photographs and Captions</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Main Selection Title: <i>Winter's Tail</i></p> <p>Genre: Expository Text</p> <p>Lexile: 940</p> <p>Paired Selection Title: "Helping Hands"</p> <p>Genre: Expository Text</p> <p>Lexile: 1040</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Main Selections Genre: Expository Text</p> <p>A: <i>The Power of a Team</i> Lexile: 740</p> <p>O: <i>The Power of a Team</i> Lexile: 900</p> <p>E: <i>The Power of a Team</i> Lexile: 800</p> <p>B: <i>The Power of a Team</i> Lexile: 1010</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "Hands on the Wheel" O: "Hands on the Wheel" E: "Hands on the Wheel" B: "Hands on the Wheel"</p>	<p>Reading/Writing Workshop: Prior Knowledge; Specific Vocabulary</p> <p>Literature Anthology: Organization; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge</p>	<p>Vocabulary Words: artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</p> <p>Additional Domain Words: oceanographers, biologists, prostheses, prototypes</p> <p>Additional Academic Vocabulary: organization, restate</p> <p>Vocabulary Strategy: Latin Roots</p> <p>Build Vocabulary: lagoon, idled, rasping, murky, evaluated, ordeal, handlers, enthusiastic, limb, premier</p>	<p>Phonics/Spelling Skill: Consonant + le Syllables</p>	Fluency Skill: Rate	<p>Writing Trait: Organization: Strong Conclusions</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: RWW: "Gulf Spill Superheroes" LA: <i>Winter's Tail</i>; "Helping Hands"</p> <p>Grammar Skill: Linking Verbs</p> <p>Grammar Mechanics: Punctuating titles and product names</p>	<p>Inquiry Space: Opinion Take a Stand: Water Conservation</p>

Grade 5 Planner

Unit 3										
Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Products: Book Review, Opinion Essay Writing Focus: Opinion	Research
Week 5 Weekly Concept: Into the Past Essential Question: How do we explain what happened in the past? Connect to Social Studies: Describe the geography and climate in the environments of American Indians.	Title: "Stonehenge: Puzzle from the Past" Genre: Persuasive Article Strategy: Summarize	Short Text: "What Was the Purpose of the Inca's Strange Strings?" Lexile: 920 Genre: Persuasive Article Strategy: Summarize Skill: Author's Point of View Text Features: Diagram	Strategy: Summarize Skill: Author's Point of View Main Selection Title: <i>Machu Picchu: Ancient City</i> Genre: Persuasive Article Lexile: 990 Paired Selection Title: "Dig This Technology!" Genre: Expository Text Lexile: 970	Strategy: Summarize Skill: Author's Point of View Main Selections Genre: Expository Text A: <i>The Anasazi</i> Lexile: 810 O: <i>The Anasazi</i> Lexile: 900 E: <i>The Anasazi</i> Lexile: 830 B: <i>The Anasazi</i> Lexile: 1010 Paired Selections Genre: Persuasive Article Titles: A: "The Anasazi Were Astronomers" O: "The Anasazi Were Astronomers" E: "The Anasazi Were Astronomers" B: "The Anasazi Were	Reading/Writing Workshop: Organization; Prior Knowledge Literature Anthology: Prior Knowledge; Connection of Ideas; Genre	Vocabulary Words: archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants Additional Academic Vocabulary: point of view, persuasive article Vocabulary Strategy: Context Clues: Sentence Clues	Phonics/Spelling Skill: r-controlled Vowel Syllables	Fluency Skill: Expression and Phrasing	Writing Trait: Sentence Fluency: Transitions Write About the Text: Informative Text Write to Sources: RWW: "What Was the Purpose of the Inca's Strange Strings?" LA: "Machu Picchu: Ancient City"; "Dig This Technology!" Grammar Skill: Irregular Verbs Grammar Mechanics: Correct verb usage	Inquiry Space: Opinion Take a Stand: Water Conservation

Grade 5 Planner

Unit 4										
<p>Big Idea: It's Up to You</p> <p>How do we decide what's important?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry</p>	<p>Research</p>
<p>Week 1</p> <p>Weekly Concept: Sharing Stories</p> <p>Essential Question: What kinds of stories do we tell? Why do we tell them?</p>	<p>Title: "The Legend of John Henry" Genre: Tall Tale Strategy: Visualize</p>	<p>Short Text: "How Mighty Kate Stopped the Train" Lexile: 840 Genre: Tall Tale Strategy: Visualize Skill: Point of View</p>	<p>Strategy: Visualize Skill: Point of View Main Selection Title: <i>Davy Crockett Saves the World</i> Genre: Tall Tale Lexile: 1050 Paired Selection Title: "How Grandmother Spider Stole the Sun" Genre: Legend Lexile: 880</p>	<p>Strategy: Visualize Skill: Point of View Main Selections Genre: Tall Tale A: <i>Paul Bunyan</i> Lexile: 810 O: <i>Pecos Bill</i> Lexile: 900 E: <i>Pecos Bill</i> Lexile: 730 B: <i>An Extraordinary Girl</i> Lexile: 940 Paired Selections Genre: Legend Titles: A: "One Grain of Rice" O: "The Fountain of Youth" E: "The Fountain of Youth" B: "How Coqui Got Her Song"</p>	<p>Reading/Writing Workshop: Genre; Specific Vocabulary Literature Anthology: Genre; Prior Knowledge; Specific Vocabulary; Organization; Connection of Ideas; Purpose</p>	<p>Vocabulary Words: commenced, deeds, exaggeration, heroic, impress, posed, sauntered, wring Additional Domain Words: whipped Additional Academic Vocabulary: tall tale, hyperbole Vocabulary Strategy: Synonyms and Antonyms Build Vocabulary: brimstone, advertisement, mite, varmints, chops, infernal, singed, tufts</p>	<p>Phonics/Spelling Skill: Words with Final /ə/ and /ən/</p>	<p>Fluency Skill: Expression</p>	<p>Writing Trait: Voice: Style and Tone Write About the Text: Narrative Text Write to Sources: RWW: "How Mighty Kate Stopped the Train" LA: <i>Davy Crockett Saves the World</i>; "How Grandmother Spider Stole the Sun" Grammar Skill: Pronouns and Antecedents Grammar Mechanics: Pronoun-antecedent agreement in number and gender</p>	<p>Inquiry Space: Narrative Write About: Lewis & Clark</p>

Grade 5 Planner

Unit 4										
<p>Big Idea: It's Up to You</p> <p>How do we decide what's important?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry</p>	<p>Research</p>
<p>Week 2 Weekly Concept: Discoveries</p> <p>Essential Question: What can you discover when you give things a second look?</p> <p>Connect to Science: Carry out research on a problem before designing a solution.</p>	<p>Title: "The Mystery Riddle"</p> <p>Genre: Mystery Play</p> <p>Strategy: Visualize</p>	<p>Short Text: "Where's Brownie?"</p> <p>Lexile: NA</p> <p>Genre: Drama: (Mystery Play)</p> <p>Strategy: Visualize</p> <p>Skill: Point of View</p>	<p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p>Main Selection Title: <i>A Window Into History: The Mystery of the Cellar Window</i></p> <p>Genre: Drama: Mystery Play</p> <p>Lexile: NP</p> <p>Paired Selection Title: "A Second Chance For Chip: The Case of the Curious Canine"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 730</p>	<p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p>Main Selections Genre: Drama</p> <p>A: <i>The Mysterious Teacher</i> Lexile: NP</p> <p>O: <i>The Unusually Clever Dog</i> Lexile: NP</p> <p>E: <i>The Unusually Clever Dog</i> Lexile: NP</p> <p>B: <i>The Surprise Party</i> Lexile: NP</p> <p>Paired Selections Genre: Realistic Fiction</p> <p>Titles: A: "The Case of the Missing Nectarine" O: "The Gift Basket" E: "The Gift Basket" B: "The Clothes Thief"</p>	<p>Reading/Writing Workshop: Connection of Ideas; Organization</p> <p>Literature Anthology: Genre; Organization; Sentence Structure; Connection of Ideas</p>	<p>Vocabulary Words: astounded, concealed, inquisitive, interpret, perplexed, precise, reconsider, suspicious</p> <p>Additional Academic Vocabulary: narrator, scenes</p> <p>Vocabulary Strategy: Adages and Proverbs</p> <p>Build Vocabulary: council, site, proposed, compensated, gesturing, wrecking ball, cellar, abolitionist</p>	<p>Phonics/Spelling Skill: Prefixes</p>	<p>Fluency Skill: Rate and Accuracy</p>	<p>Writing Trait: Ideas: Develop Characters</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: Where's Brownie? LA: <i>A Window Into History: The Mystery of the Cellar Window</i>; "A Second Chance For Chip: The Case of the Curious Canine"</p> <p>Grammar Skill: Kinds of Pronouns</p> <p>Grammar Mechanics: Use quotation marks in dialogue</p>	<p>Inquiry Space: Narrative Write About: Lewis & Clark</p>

Grade 5 Planner

Unit 4										
<p>Big Idea: It's Up to You</p> <p>How do we decide what's important?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry</p>	<p>Research</p>
<p>Week 3</p> <p>Weekly Concept: Take Action</p> <p>Essential Question: What can people do to bring about a positive change?</p> <p>Connect to Social Studies: Discuss the American creed that asks citizens to respect the law.</p>	<p>Title: "Fighting for Change"</p> <p>Genre: Biography</p> <p>Strategy: Summarize</p>	<p>Short Text: "Frederick Douglass: Freedom's Voice"</p> <p>Lexile: 830</p> <p>Genre: Biography</p> <p>Strategy: Summarize</p> <p>Skill: Author's Point of View</p> <p>Text Features:</p> <ul style="list-style-type: none"> • Photographs • Captions 	<p>Strategy: Summarize</p> <p>Skill: Author's Point of View</p> <p>Main Selection Title: <i>Rosa</i></p> <p>Genre: Biography</p> <p>Lexile: 860</p> <p>Paired Selection Title: "Our Voices, Our Votes"</p> <p>Genre: Expository Text</p> <p>Lexile: 920</p>	<p>Strategy: Summarize</p> <p>Skill: Author's Point of View</p> <p>Main Selections Genre: Biography</p> <p>A: <i>Jane Addams: A Woman of Action</i> Lexile: 700</p> <p>O: <i>Jane Addams: A Woman of Action</i> Lexile: 910</p> <p>E: <i>Jane Addams: A Woman of Action</i> Lexile: 710</p> <p>B: <i>Jane Addams: A Woman of Action</i> Lexile: 1000</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "Gus García Takes on Texas" O: "Gus García Takes on</p>	<p>Reading/Writing Workshop: Prior Knowledge; Genre</p> <p>Literature Anthology: Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization</p>	<p>Vocabulary Words: anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</p> <p>Additional Domain Words: alterations, furtively, illegal, provision, secondclass citizenship, suffrage, amendment</p> <p>Additional Academic Vocabulary: biography, caption</p> <p>Vocabulary Strategy: Prefixes and Suffixes</p> <p>Build Vocabulary: trimming, supervisor, frequently, pleasantries, potential, designated, undermine, bound, sustain</p>	<p>Phonics/Spelling Skill: Homographs</p>	<p>Fluency Skill: Phrasing</p>	<p>Writing Trait: Organization: Logical Order</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "Frederick Douglass: Freedom's Voice" LA: <i>Rosa</i>; "Our Voices, Our Votes"</p> <p>Grammar Skill: Pronoun-Verb Agreement</p> <p>Grammar Mechanics: Use abbreviations</p>	<p>Inquiry Space: Narrative Write About: Lewis & Clark</p>

Grade 5 Planner

Unit 4										
<p>Big Idea: It's Up to You</p> <p>How do we decide what's important?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry</p>	<p>Research</p>
<p>Week 4 Weekly Concept: Consider Our Resources</p> <p>Essential Question: Why are natural resources valuable?</p> <p>Connect to Science: Investigate the qualities of a healthy ecosystem.</p>	<p>Title: "Minerals" Genre: Expository Text Strategy: Summarize</p>	<p>Short Text: "Power from Nature" Lexile: 910 Genre: Expository Text Strategy: Summarize Skill: Author's Point of View Text Features: Chart</p>	<p>Strategy: Summarize Skill: Author's Point of View Main Selection Title: <i>One Well</i> Genre: Expository Text Lexile: 960 Paired Selection Title: "The Dirt on Dirt" Genre: Expository Text Lexile: 960</p>	<p>Strategy: Summarize Skill: Author's Point of View Main Selections Genre: Expository Text A: <i>The Delta</i> Lexile: 780 O: <i>The Delta</i> Lexile: 890 E: <i>The Delta</i> Lexile: 830 B: <i>The Delta</i> Lexile: 1020 Paired Selections Genre: Expository Text Titles: A: "Get Rich with Compost" O: "Get Rich with Compost" E: "Get Rich with Compost" B: "Get Rich with</p>	<p>Reading/Writing Workshop: Specific Vocabulary; Organization Literature Anthology: Purpose; Specific Vocabulary; Connection of Ideas; Sentence Structure</p>	<p>Vocabulary Words: absorb, affect, circulates, conserve, cycle, glaciers, necessity, seeps Additional Domain Words: extracted, morning dew, groundwater, polar icecaps, runoff Additional Academic Vocabulary: transitions, chart Vocabulary Strategy: Context Clues: Definitions and Restatements Build Vocabulary: global, marshes, atmosphere, vapor, disperse, nutrients, hydroelectric, generate, petroleum, wetlands, absorb</p>	<p>Phonics/Spelling Skill: Words with /chər/ and /zhər/</p>	<p>Fluency Skill: Accuracy and Expression</p>	<p>Writing Trait: Word Choice: Transitions Write About the Text: Opinion Write to Sources: RWW: "Power from Nature" LA: <i>One Well</i>; "The Dirt on Dirt" Grammar Skill: Possessive Pronouns Grammar Mechanics: Apostrophes, possessives and reflexive pronouns</p>	<p>Inquiry Space: Narrative Write About: Lewis & Clark</p>

Grade 5 Planner

Unit 4										
<p>Big Idea: It's Up to You</p> <p>How do we decide what's important?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry</p>	<p>Research</p>
<p>Week 5 Weekly Concept: Express Yourself</p> <p>Essential Question: How do you express that something is important to you?</p> <p>Connect to Social Studies: Demonstrate knowledge of the Lewis and Clark Expedition.</p>	<p>Title: "I'm a Swimmer"</p> <p>Genre: Free Verse Poem</p> <p>Strategy: Visualize</p>	<p>Short Texts: "How Do I Hold the Summer?", "Catching a Fly," "When I Dance"</p> <p>Lexile: NA</p> <p>Genre: Lyric and Free Verse Poetry</p> <p>Strategy: Visualize</p> <p>Skill: Theme</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p>Main Selections Title: <i>Words Free as Confetti, Dreams</i></p> <p>Genre: Free Verse and Lyric Poetry</p> <p>Lexile: NP</p> <p>Paired Selection Title: "A Story of How a Wall Stands"</p> <p>Genre: Free Verse Poetry</p> <p>Lexile: NP</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>Tell Me the Old, Old Stories</i> Lexile: 650</p> <p>O: <i>From Me to You</i> Lexile: 810</p> <p>E: <i>From Me to You</i> Lexile: 580</p> <p>B: <i>Every Picture Tells a Story</i> Lexile: 990</p> <p>Paired Selections Genre: Poetry</p> <p>Titles: A: "Family Ties" O: "Dear Gina" E: "Sssh!" B: "The Eyes of a Bird"</p>	<p>Reading/Writing Workshop: Genre; Specific Vocabulary</p> <p>Literature Anthology: Specific Vocabulary; Genre; Prior Knowledge</p>	<p>Vocabulary Words: barren, expression, meaningful, plumes</p> <p>Poetry Terms: lyric, meter, alliteration, stanza</p> <p>Additional Domain Words: fast, gone, keep, thorngray, searoar, goldlullaby</p> <p>Additional Academic Vocabulary: sensory language, expression</p> <p>Vocabulary Strategy: Simile and Metaphor</p>	<p>Phonics/Spelling Skill: Suffixes -ance and -ence</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Word Choice: Sensory Language</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: RWW: "How Do I Hold the Summer?," "Catching a Fly," "When I Dance" LA: "Words Free as Confetti," "Dreams"; "A Story of How a Wall Stands"</p> <p>Grammar Skill: Pronouns and Homophones</p> <p>Grammar Mechanics: Punctuating Poetry</p>	<p>Inquiry Space: Narrative Write About: Lewis & Clark</p>

Grade 5 Planner

Unit 5										
<p>Big Idea: New Perspectives</p> <p>In what ways can things change?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 1 Weekly Concept New Perspectives</p> <p>Essential Question: What experiences can change the way you see yourself and the world around you?</p>	<p>Title: "A Change of Heart"</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Short Text: "Miguel in the Middle"</p> <p>Lexile: 890</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast Settings</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast Settings</p> <p>Main Selection Title: <i>Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 970</p> <p>Paired Selection Title: "A Dusty Ride"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 890</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast Settings</p> <p>Main Selections Genre: Realistic Fiction</p> <p>A: <i>King of the Board</i> Lexile: 740</p> <p>O: <i>Snap Happy</i> Lexile: 810</p> <p>E: <i>Snap Happy</i> Lexile: 550</p> <p>B: <i>No Place Like Home</i> Lexile: 900</p> <p>Paired Selections Genre: Realistic Fiction</p> <p>Titles: A: "All on Her Own" O: "Drum Roll for Justin" E: "Drum Roll for Justin" B: "Mealtime Mystery"</p>	<p>Reading/Writing Workshop: Connection of Ideas</p> <p>Literature Anthology: Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary</p>	<p>Vocabulary Words: disdain, focused, genius, perspective, prospect, stunned, superb, transition</p> <p>Additional Domain Words: enthusiasm, perceived, maneuvering, retreated</p> <p>Additional Academic Vocabulary: perspective, transition</p> <p>Vocabulary Strategy: Context Clues: Comparison</p> <p>Build Vocabulary: independent, dissolve, wilted, request, fetch, assisting, quest, calamity, tidbit,</p>	<p>Phonics/Spelling Skill: Suffixes</p>	<p>Fluency Skill: Expression</p>	<p>Writing Trait: Organization: Strong Openings</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: RWW: "Miguel in the Middle" LA: <i>Ida B ... and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World; "A Dusty Ride"</i></p> <p>Grammar Skill: Independent and Dependent Clauses</p> <p>Grammar Mechanics: Appositives (commas)</p>	<p>Project: Interview: Impact of Personal Experiences</p> <p>Create a cause-and-effect chart.</p>

Grade 5 Planner

Unit 5										
<p>Big Idea: New Perspectives</p> <p>In what ways can things change?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 2 Weekly Concept: Better Together</p> <p>Essential Question: How do shared experiences help people adapt to change?</p>	<p>Title: "Starting Over"</p> <p>Genre: Historical Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Short Text: "The Day the Rollets Got Their Moxie Back"</p> <p>Lexile: 900</p> <p>Genre: Historical Fiction</p> <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting Plot: Compare and Contrast Characters</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting Plot: Compare and Contrast Characters</p> <p>Main Selection Title: <i>Bud, Not Buddy</i></p> <p>Genre: Historical Fiction</p> <p>Lexile: 950</p> <p>Paired Selection Title: "Musical Impressions of the Great Depression"</p> <p>Genre: Expository Text</p> <p>Lexile: 990</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting Plot: Compare and Contrast Characters</p> <p>Main Selections Genre: Historical Fiction</p> <p>A: <i>The Picture Palace</i> Lexile: 710</p> <p>O: <i>Hard Times</i> Lexile: 830</p> <p>E: <i>Hard Times</i> Lexile: 520</p> <p>B: <i>Woodpecker Warriors</i> Lexile: 900</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "The Golden Age of Hollywood" O: "Chicago: Jazz Central" E: "Chicago: Jazz Central" B: "A Chance to Work"</p>	<p>Reading/Writing Workshop: Prior Knowledge; Connection of Ideas</p> <p>Literature Anthology: Prior Knowledge; Connection of Ideas; Specific Vocabulary; Genre</p>	<p>Vocabulary Words: assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</p> <p>Additional Domain Words: copacetic, recorder, tone, embouchure, stock market, prosperity, the Roaring Twenties, legislation, federal</p> <p>Additional Academic Vocabulary: dialect, clauses</p> <p>Vocabulary Strategy: Idioms</p> <p>Build Vocabulary: godsend, carburetor, mysterious, senior, chairman, class, musings, prodigy</p>	<p>Phonics/Spelling Skill: Homophones</p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Sentence Fluency: Transitions</p> <p>Write About the Text: Narrative Text</p> <p>Write to Sources: RWW: "The Day the Rollets Got Their Moxie Back" LA: <i>Bud, Not Buddy</i>; "Musical Impressions of the Great Depression"</p> <p>Grammar Skill: Complex Sentences</p> <p>Grammar Mechanics: Use commas with essential and nonessential clauses</p>	<p>Project: Photographs During the Great Depression</p> <p>Research photographs from the Great Depression.</p>

Grade 5 Planner

Unit 5										
<p>Big Idea: New Perspectives</p> <p>In what ways can things change?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 3 Weekly Concept: Our Changing Earth</p> <p>Essential Question: What changes in the environment affect living things?</p> <p>Connect to Science: Discover that matter cycles between air, soil, plants, animals, and microbes as they live and die.</p>	<p>Title: "Changing Climate, Changing Lives"</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Forests on Fire"</p> <p>Lexile: 960</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Compare and Contrast</p> <p>Text Features: • Photographs • Graphs</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Compare and Contrast</p> <p>Main Selection Title: <i>Global Warming</i></p> <p>Genre: Expository Text</p> <p>Lexile: 980</p> <p>Paired Selection Title: "When Volcanoes Erupt"</p> <p>Genre: Expository Text</p> <p>Lexile: 1040</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Compare and Contrast</p> <p>Main Selections Genre: Expository Text</p> <p>A: Ocean Threats Lexile: 830</p> <p>O: Ocean Threats Lexile: 950</p> <p>E: Ocean Threats Lexile: 870</p> <p>B: Ocean Threats Lexile: 990</p> <p>Paired Selections Genre: Expository Text</p> <p>Titles: A: "Floating Trash" O: "Floating Trash" E: "Floating Trash" B: "Floating Trash"</p>	<p>Reading/Writing Workshop: Organization; Specific Vocabulary</p> <p>Literature Anthology: Genre; Prior Knowledge; Connection of Ideas; Organization; Specific Vocabulary; Purpose</p>	<p>Vocabulary Words: atmosphere, decays, gradual, impact, noticeably, receding, stability, variations</p> <p>Additional Domain Words: nutrients, drought, El Niño, polyp, debris</p> <p>Additional Academic Vocabulary: graph, topic</p> <p>Vocabulary Strategy: Context Clues: Paragraph Clues</p> <p>Build Vocabulary: contribute, complex, rapidly, generate, convert, jeopardy, elevations, disposable, installing, insulation</p>	<p>Phonics/Spelling Skill: Prefixes</p>	<p>Fluency Skill: Rate</p>	<p>Writing Trait: Ideas: Develop a Topic</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "Forests on Fire" LA: <i>Global Warming</i>; "When Volcanoes Erupt"</p> <p>Grammar Skill: Adjectives</p> <p>Grammar Mechanics: Capitalization and punctuation</p>	<p>Project: Nature Reserves or Wildlife Sanctuaries</p> <p>Create a web site entry or a podcast.</p>

Grade 5 Planner

Unit 5										
<p>Big Idea: New Perspectives</p> <p>In what ways can things change?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 4 Weekly Concept Now We Know</p> <p>Essential Question: How can scientific knowledge change over time?</p> <p>Connect to Science: Explain why research on a problem should be done before looking for a solution.</p>	<p>Title: "The Sun: Our Star"</p> <p>Genre: Expository Text Nonfiction</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Changing Views of Earth"</p> <p>Lexile: 910</p> <p>Genre: Expository Text</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Text Features: Diagrams</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selection Title: <i>When Is a Planet Not a Planet?</i></p> <p>Genre: Expository Text</p> <p>Lexile: 980</p> <p>Paired Selection Title: "New Moon"</p> <p>Genre: Science Fiction</p> <p>Lexile: 870</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Main Selections Genre: Expository Text</p> <p>A: Mars Lexile: 700</p> <p>O: Mars Lexile: 900</p> <p>E: Mars Lexile: 700</p> <p>B: Mars Lexile: 970</p> <p>Paired Selections Genre: Science Fiction</p> <p>Titles: A: "Zach the Martian" O: "Zach the Martian" E: "Zach the Martian" B: "Zach the Martian"</p>	<p>Reading/Writing Workshop: Prior Knowledge; Connection of Ideas</p> <p>Literature Anthology: Sentence Structure; Specific Vocabulary; Genre; Connection of Ideas; Purpose; Prior Knowledge</p>	<p>Vocabulary Words: approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</p> <p>Additional Domain Words: dense, strife, discord</p> <p>Additional Academic Vocabulary: evaluate, criteria</p> <p>Vocabulary Strategy: Greek Roots</p> <p>Build Vocabulary: core, fuse, comets, observatory, peering, flaw, verify, raging, universe</p>	<p>Phonics/Spelling Skill: Suffixes -less and -ness</p>	<p>Fluency Skill: Accuracy</p>	<p>Writing Trait: Organization: Strong Paragraphs</p> <p>Write About the Text: Informative Text</p> <p>Write to Sources: RWW: "Changing Views of Earth" LA: <i>When Is a Planet Not a Planet?</i>; "New Moon"</p> <p>Grammar Skill: Adjectives That Compare</p> <p>Grammar Mechanics: Using <i>more</i> and <i>most</i></p>	<p>Project: Medicine Throughout History</p> <p>Create a summary.</p>

Grade 5 Planner

Unit 5										
<p>Big Idea: New Perspectives</p> <p>In what ways can things change?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text</p>	<p>Research</p>
<p>Week 5 Weekly Concept: Scientific Viewpoints</p> <p>Essential Question: How do natural events and human activities affect the environment?</p> <p>Connect to Science: Learn that newly introduced species can damage the balance of an ecosystem.</p>	<p>Title: "Dams: Harnessing the Power of Water"</p> <p>Genre: Persuasive Article</p> <p>Strategy: Ask and Answer Questions</p>	<p>Short Text: "Should Plants and Animals from Other Places Live Here?"</p> <p>Lexile: 930</p> <p>Genre: Persuasive Article</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Author's Point of View</p> <p>Text Features: Chart Headings</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Author's Point of View</p> <p>Main Selection Title: <i>The Case of the Missing Bees</i> Genre: Persuasive Article Lexile: 950</p> <p>Paired Selection Title: "Busy, Beneficial Bees" Genre: Expository Text Lexile: 980</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Author's Point of View</p> <p>Main Selections Genre: Expository Text</p> <p>A: <i>The Great Plains</i> Lexile: 760</p> <p>O: <i>The Great Plains</i> Lexile: 910</p> <p>E: <i>The Great Plains</i> Lexile: 830</p> <p>B: <i>The Great Plains</i> Lexile: 1020</p> <p>Paired Selections Genre: Persuasive Article</p> <p>Titles: A: "Save the Great Plains Wolves" O: "Save the Great Plains Wolves" E: "Save the Great Plains Wolves"</p>	<p>Reading/Writing Workshop: Connection of Ideas</p> <p>Literature Anthology: Organization; Sentence Structure; Purpose</p>	<p>Vocabulary Words: agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</p> <p>Additional Academic Vocabulary: conclusion, restate</p> <p>Vocabulary Strategy: Root Words</p>	<p>Phonics/Spelling Skill: Suffix <i>-ion</i></p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Organization: Strong Conclusions</p> <p>Write About the Text: Opinion</p> <p>Write to Sources: RWW: "Should Plants and Animals from Other Places Live Here?" LA: "The Case of the Missing Bees"; "Busy, Beneficial Bees"</p> <p>Grammar Skill: Comparing with Good and Bad</p> <p>Grammar Mechanics: Irregular comparative forms</p>	<p>Project: Invasive Species</p> <p>Create a bibliography.</p>

Grade 5 Planner

Unit 6										
Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 1 Weekly Concept: Joining Forces Essential Question: How do different groups contribute to a cause?	Title: "Hope for the Troops" Genre: Historical Fiction Strategy: Summarize	Short Text: "Shipped Out" Lexile: 810 Genre: Historical Fiction Strategy: Summarize Skill: Theme	Strategy: Summarize Skill: Theme Main Selection Title: <i>The Unbreakable Code</i> Genre: Historical Fiction Lexile: 640 Paired Selection Title: "Allies in Action" Genre: Expository Text Lexile: 870	Strategy: Summarize Skill: Theme Main Selections Genre: Historical Fiction A: <i>Mrs. Gleeson's Records</i> Lexile: 730 O: <i>Norberto's Hat</i> Lexile: 770 E: <i>Norberto's Hat</i> Lexile: 640 B: <i>The Victory Garden</i> Lexile: 900 Paired Selections Genre: Expository Text Titles: A: "Scrap Drives and Ration Books" O: "The Bracero Program" E: "The Bracero Program" B: "Gardening for Uncle Sam"	Reading/Writing Workshop: Prior Knowledge; Organization Literature Anthology: Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization	Vocabulary Words: bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival Additional Domain Words: unbreakable, transmission, platoon, boot camp, drills, aeronautic, encode, decipher Additional Academic Vocabulary: flashback, organization Vocabulary Strategy: Homophones Build Vocabulary: skidding, boomed, sagged, fluent, lasso, tumbleweeds, corridor, blindfolded, accuracy, creased, broadcasting	Phonics/Spelling Skill: Words with Greek Roots	Fluency Skill: Expression and Phrasing	Writing Trait: Organization: Sequence Write About the Text: Narrative Text Write to Sources: RWW: "Shipped Out" LA: <i>The Unbreakable Code</i> ; "Allies in Action" Grammar Skill: Adverbs Grammar Mechanics: Capitalization and abbreviations in letters and formal e-mails	Project: Impact of Natural Disasters Publish research findings.

Grade 5 Planner

Unit 6										
Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 2 Weekly Concept: Getting Along Essential Question: What actions can we take to get along with others?	Title: "Diamond in the Sky" Genre: Realistic Fiction Strategy: Summarize	Short Text: "The Bully" Lexile: 850 Genre: Realistic Fiction Strategy: Summarize Skill: Theme	Strategy: Summarize Skill: Theme Main Selection Title: <i>The Friend Who Changed My Life</i> Genre: Realistic Fiction Lexile: 860 Paired Selection Title: "Choose Your Strategy: A Guide to Getting Along" Genre: Expository Text Lexile: 850	Strategy: Summarize Skill: Theme Main Selections Genre: Realistic Fiction A: <i>Winning Friends</i> Lexile: 680 O: <i>Enemy or Ally?</i> Lexile: 840 E: <i>Enemy or Ally?</i> Lexile: 700 B: <i>Jamayla to the Rescue</i> Lexile: 900 Paired Selections Genre: Expository Text Titles: A: "Empathy: The Answer to Bullying" O: "Becoming Bully Proof" E: "Becoming Bully Proof" B: "Bullying"	Reading/Writing Workshop: Connection of Ideas; Specific Vocabulary Literature Anthology: Specific Vocabulary; Organization; Connection of Ideas; Purpose	Vocabulary Words: abruptly, ally, collided, confident, conflict, intervene, protective, taunting Additional Domain Words: atrocity, vulnerability, convoluted, indisputably, contagious, antithesis, escalate, mortified Additional Academic Vocabulary: conflict, pacing Vocabulary Strategy: Connotation and Denotation Build Vocabulary: wiry, mottled, smugly, stragglers, ceremoniously, martyrdom, prattle, reverence	Phonics/Spelling Skill: Words with Latin Roots	Fluency Skill: Intonation	Writing Trait: Word Choice: Time-order Words Write About the Text: Opinion Write to Sources: RWW: "The Bully" LA: <i>The Friend Who Changed My Life</i> ; "Choose Your Strategy: A Guide to Getting Along" Grammar Skill: Adverbs That Compare Grammar Mechanics: Using <i>good</i> and <i>well</i> , <i>more</i> and <i>most</i> , <i>-er</i> and <i>-est</i>	Project: Social Media Give an oral presentation.

Grade 5 Planner

Unit 6										
Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 3 Weekly Concept: Adaptations Essential Question: How are living things adapted to their environment? Connect to Science: Know that organisms can survive only in an environment that meets their needs.	Title: "Bacteria: They're Everywhere" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Mysterious Oceans" Lexile: 980 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Text Features: Map	Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Main Selection Title: <i>Survival at 40 Below</i> Genre: Expository Text Lexile: 990 Paired Selection Title: "Why the Evergreen Trees Never Lose Their Leaves" Genre: Pourquoi Story Lexile: 850	Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Main Selections Genre: Expository Text A: <i>Cave Creatures</i> Lexile: 760 O: <i>Cave Creatures</i> Lexile: 900 E: <i>Cave Creatures</i> Lexile: 750 B: <i>Cave Creatures</i> Lexile: 1010 Paired Selections Genre: Pourquoi Story Titles: A: "Why Bat Flies at Night" O: "Why Bat Flies at Night" E: "Why Bat Flies at Night" B: "Why Bat Flies at Night"	Reading/Writing Workshop: Specific Vocabulary; Connection of Ideas Literature Anthology: Specific Vocabulary; Genre; Prior Knowledge; Organization; Connection of Ideas	Vocabulary Words: adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates Additional Domain Words: vents, magma, submersible, bioluminous, chemosynthesis, caribou, tundra, carrion, vegetation, larvae, esophagus, torpor, lichens, circular, storehouse, sedges, alpine, lee Additional Academic Vocabulary: compound, complex Vocabulary Strategy: Context Clues: Paragraph Clues Build Vocabulary: regal, duff, ceases, triggers, vital, plummets, eerie, roost, cavities, basks	Phonics/Spelling Skill: Words from Mythology	Fluency Skill: Rate and Accuracy	Writing Trait: Sentence Fluency: Vary Sentence Structure Write About the Text: Informative Text Write to Sources: RWW: "Mysterious Oceans" LA: <i>Survival at 40 Below</i> ; "Why the Evergreen Trees Never Lose Their Leaves" Grammar Skill: Negatives Grammar Mechanics: Correct double negatives	Project: Animals of Madagascar Prepare an oral presentation.

Grade 5 Planner

Unit 6										
Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 4 Weekly Concept: Making a Difference Essential Question: What impact do our actions have on our world? Connect to Science: Explain how matter cycles between air, soil, plants, animals, and microbes.	Title: "Science Makes a Difference!" Genre: Biography Strategy: Ask and Answer Questions	Short Text: "Words to Save the World: The Work of Rachel Carson" Lexile: 980 Genre: Biography Strategy: Ask and Answer Questions Skill: Text Structure: Problem and Solution Text Features: Illustrations	Strategy: Ask and Answer Questions Skill: Text Structure: Problem and Solution Main Selection Title: <i>Planting the Trees of Kenya</i> Genre: Biography Lexile: 1030 Paired Selection Title: "The Park Project" Genre: Expository Text Lexile: 950	Strategy: Ask and Answer Questions Skill: Text Structure: Problem and Solution Main Selections Genre: Biography A: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> Lexile: 760 O: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> Lexile: 890 E: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> Lexile: 790 B: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> Lexile: 970 Paired Selections Genre: Expository Text	Reading/Writing Workshop: Organization; Specific Vocabulary Literature Anthology: Genre; Sentence Structure; Prior Knowledge; Connection of Ideas	Vocabulary Words: export, glistening, influence, landscape, native, plantations, restore, urged Additional Domain Words: trilogy, unison Additional Academic Vocabulary: focus, topic Vocabulary Strategy: Synonyms and Antonyms Build Vocabulary: sacred, homestead, nuns, eagerly, silt, yams, cassava, sorghum, movement, exposed	Phonics/Spelling Skill: Number Prefixes <i>uni-, bi-, tri-, cent-</i>	Fluency Skill: Expression and Phrasing	Writing Trait: Ideas: Focus on a Topic Write About the Text: Opinion Write to Sources: RWW: "Words to Save the World: The Work of Rachel Carson" LA: <i>Planting the Trees of Kenya</i> ; "The Park Project" Grammar Skill: Sentence Combining Grammar Mechanics: Commas and colons	Project: Impact of Littering Create a research display.

Grade 5 Planner

Unit 6										
<p>Big Idea: Linked In</p> <p>How are we all connected?</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion</p>	<p>Research</p>
<p>Week 5 Weekly Concept: Out in the World</p> <p>Essential Question: What can our connections to the world teach us?</p>	<p>Title: "The Beat" Genre: Lyric Poem Strategy: Visualize</p>	<p>Short Texts: "To Travel," "Wild Blossoms" Lexile: NA Genre: Lyric and Narrative Poetry Strategy: Visualize Skill: Point of View Text Features: Illustrations</p>	<p>Strategy: Visualize Skill: Point of View Main Selections Title: <i>You Are My Music (Tú eres mi música), You and I</i> Genre: Narrative and Lyric Poetry Lexile: NP Paired Selection Title: "A Time to Talk" Genre: Lyric Poetry Lexile: NP</p>	<p>Strategy: Visualize Skill: Point of View Main Selections Genre: Realistic Fiction A: <i>Your World, My World</i> Lexile: 730 O: <i>Flying Home</i> Lexile: 790 E: <i>Flying Home</i> Lexile: 610 B: <i>Helping Out</i> Lexile: 940 Paired Selections Genre: Poetry Titles: A: "Do I Know You?" O: "Tell Me, Show Me" E: "Fishing in the Supermarket" B: "A Journalistic Journey"</p>	<p>Reading/Writing Workshop: Sentence Structure; Connection of Ideas Literature Anthology: Genre; Sentence Structure; Purpose</p>	<p>Vocabulary Words: blares, connection, errand, exchange Poetry Terms: personification, consonance, assonance, imagery Additional Academic Vocabulary: point of view, speaker Vocabulary Strategy: Personification</p>	<p>Phonics/Spelling Skill: Suffixes <i>-ible, -able</i></p>	<p>Fluency Skill: Expression and Phrasing</p>	<p>Writing Trait: Word Choice: Strong Words Write About the Text: Narrative Text Write to Sources: RWW: "To Travel," "Wild Blossoms" LA: "You Are My Music (<i>Tú eres mi música</i>)," "You and I"; "A Time to Talk" Grammar Skill: Prepositional Phrases as Adjectives and Adverbs Grammar Mechanics: Using pronouns in prepositions phrases (objective pronouns)</p>	<p>Project: Interview: Important Life Events Summarize an interview.</p>