

BCS Literacy Vision

Unit 1

Genre Study 1: Narrative Nonfiction

Essential Question: How can experiencing nature change the way you think about it?

Text Sets:

Read Aloud: "Capturing the Natural World"

Shared Read: "A Life in the Woods"

Anchor Text: "Camping with the President" and "A Walk with Teddy"

Genre Study 2: Realistic Fiction

Essential Question: How do we get things we need?

Text Sets:

Read Aloud: "Finding a Way"

Shared Read: "A Fresh Idea"

Anchor Text: *One Hen* and "Reading Between the Dots"

Culminating Task: Think about an important event in your life. Consider an experience that you learned something and how you felt about it. Include specific facts and details. Make sure to place the events in logical order and use signal words to show the sequence from beginning to end and how the events are connected. Use vivid, descriptive language to show events.

Genre Study 3: Argumentative Text

Essential Question: What are the positive and negative effects of new technology?

Text Sets:

Read Aloud: "Electronic Books: A New Way to Read"

Shared Read: "Are Electronic Devices Good for Us?"

Anchor Text: *The Future of Transportation* and "Getting from Here to There"

Culminating Task: Some say that social media helps people stay in touch with family and friends, while others say it is too distracting or time consuming. Decide whether you believe social media benefits students or not. Write an opinion essay that presents your point of view. You will research facts to include in your essay and address and refute an opposing point of view. Paraphrase information by restating details in your own words.

Weeks 1-2



Unit 1 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can experiencing nature change the way you think about it?	☒ Cite relevant evidence from text ☒ Make inferences to support understanding ☒ Identify cause and effect relationships Monitor comprehension and make adjustments by asking and answering questions Understand first and third person points of view Identify and use text features	Vocabulary Acquisition: Acquire and use academic vocabulary debris emphasis encounter generations indicated naturalist sheer spectacular Vocabulary Strategy: ☒ Determine the meaning and pronunciation of homographs Grammar: ☒ Identify different types of sentences, including sentence fragments ☒ Identify subjects and predicates
Text(s): Teach and Model Interactive Read Aloud: "Capturing the Natural World" Shared Read: "A Life in the Woods" Practice and Apply Anchor Text: <i>Camping with the President</i> <i>"A Walk with Teddy"</i> Leveled Readers A: Save this Space O: Save this Space ELL: Save this Space B: Save this Space Optional Classroom Library Trade Books A Walk in the Deciduous Forest Arctic Lights, Arctic Nights	Writing Writing process: ☒ Plan and draft a personal narrative Analytical writing: ☒ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Paraphrase portions of "Capturing the Natural World" Present information about the significance of national parks to our country
	Foundational Skills Phonics/Word Study: Decode words with short vowels Decode words with long vowels Spelling Words: Week 1 jut nick tenth shrug stuff sense damp cot fling notch gush scan batch rough stump tough laugh guess lead dove Week 2 paste bride shave spice greed plead greet heap paid coach theme type oak growth yolk folks aim prey tow grind Fluency: Read fluently with accuracy, expression, and intonation	Research and Inquiry Find relevant information that supports the topic Create a promotional map for a national park

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[4 lessons]**

5.FL.SC.6.h Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. **[10 lessons]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[16 lessons]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[7 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[2 lessons]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[3 lessons]**

5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. **[1 lesson]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[3 lessons]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[2 lessons]**

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. **[29 lessons]**

5.RL.CS.4 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. **[2 lessons]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[13 lessons]**

5.SL.CC.1 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. **[1 lesson]**

5.W.PDW.6 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. **[1 lesson]**

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[3 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.iii, 5.RI.KID.3 , 5.FL.VA.7b.iii, 5.RL.CS.4 , 5.FL.SC.6.h, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: How can experiencing nature change the way you think about it? ○ Review student learning goals. ○ Discuss the photograph of the hiker and how he might be reacting to his encounter with nature. ○ Answer the questions: <i>What kind of encounter have you had with nature? If you were a naturalist, how would you describe what you learned from this encounter?</i> ○ Discuss with a partner or group what they have learned from their encounters with nature. ○ Complete the blast assignment "Protecting Our Parks".
Listening Comprehension Interactive Read Aloud	Students will: T22-23 ○ Discuss features of narrative nonfiction. ○ Create an anchor chart that includes features of narrative nonfiction texts. ○ Restate in their own words the most important ideas and details from "Capturing the Natural World".
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 ○ Preview the titles, headings, and photos to set a purpose for reading. ○ Practice using the "Ask and Answer" strategy while reading "A Life in the Woods". ○ Tell why Thoreau might have thought this environment would help him complete his book. ○ Explain how they can use context to determine which meaning is correct in the sentence. ○ Discuss how the two men's shared interest in nature might have impacted Emerson's decision to lend his land to Thoreau. ○ Discuss how these visitors helped Thoreau professionally as well as personally. ○ Discuss how <i>recorded</i> conveys the significance of Thoreau's journal writings. ○ In pairs, use their notes to orally summarize Thoreau's time at Walden Pond. Then write a summary in their writer's notebooks.
Vocabulary Reading / Writing Companion	Students will: T28 ○ Identify key words in the text. ○ Use their newly acquired vocabulary in their discussions and written responses about the texts in this genre study. ○ Use context clues to determine the correct meaning and access a print or online dictionary to confirm meaning and check pronunciation. ○ Begin a homographs anchor chart. ○ Use sentence clues to figure out the meanings of the homographs <i>felt</i> and <i>wind</i> in "A Life in the Woods." ○ Discuss relevant clues and also pronounce the homograph as it is used.
Grammar Practice Book	Students will: T58 ○ Discuss sentences types and complete the activity in the Practice book p. 1 ○ With a partner, use complete sentences to talk about meeting a need. For example, students might discuss the difference between wants and needs. As they talk, partners should help each other form complete sentences.
Spelling Practice Book	Students will: T62 ○ Take the pretest spelling test.

Day 2	Instructional Plan
Student Learning Target: 5.RL.KID.1, 5.RI.CS.6 , 5.W.PDW.6, 5.RI.KID.3 , 5.FL.WC.4.b, 5.FL.SC.6.h	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T30 ○ Begin an “Ask and Answer” questions anchor chart. ○ Work in pairs to reread the section “Back to Concord” on page 5. Have partners ask and answer a question about this section. ○ Reread the selection to find answers to these questions. Have partners discuss other sections of “A Life in the Woods” that they could ask and answer questions about. ○ Reread the “Cabin Life” section on page 4, identify the sentence from a primary source, and tell why a primary source is unique. ○ Share and compare their work with the class. ○ Read the online Differentiated Genre Passage, “At Home in the Desert.” ○ Partners work in pairs to complete the organizer. Reread passages in the selection, identify cause-and-effect relationships using any available signal words, and list details that name each cause and its effect on the chart. Discuss each section of the organizer as they complete it. ○ Choose one cause-and-effect relationship and use it to explain why another important event in the text happened. ○ Reread parts of “A Life in the Woods,” looking more closely at the language and use of primary sources in order to analyze the techniques the author used in writing the selection.
Respond to Reading Reading / Writing Companion	Students will: T38-39 ○ Reread to examine how the author helped you understand how living near Walden Pond affected Thoreau's life and writing. ○ Look for words such as <i>because</i> and <i>so</i> that signal cause-and-effect relationships. Pay attention to the author's descriptions of Thoreau's experiences as well as how Thoreau's own words indicate how he was affected by nature. ○ Use the phrases in the sentence starters to form their responses. Responses should state the main idea. Specific examples from the text should support the main idea. Responses can be written on a separate piece of paper.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 ○ Look for relevant, or appropriate, information that supports the topic. ○ Record information using a Layered Book Foldable® ○ Develop a plan for creating a promotional map that encourages people to visit a national park. ○ This will take the next two weeks. In pairs or groups, discuss their research plan and how they will share responsibilities.
Grammar Practice Book	Students will: T58 ○ Create index cards with the word <i>command</i> or <i>exclamation</i>. Partners choose a card and think of an appropriate sentence. If it's a command, they perform the action. If it's an exclamation, they say it with proper intonation.

Day 3	Instructional Plan
Student Learning Target: 5.FL.VA.7b.iii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.h, 5.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-43Q - Read about how President Theodore Roosevelt learned about the natural beauty and resources of the American West. - Use the Cause and Effect graphic organizer. - Record cause and effect details as they read. - Deconstruct complex sentence structures. - Read and answer questions about the biographies of Ginger Wadsworth and Karen Dugan.
Grammar Minilessson Practice Book	Students will: T59 - Discuss the use of proper punctuation in the sample sentences. - In small groups, write down three nouns and three verbs on index cards. Create a noun pile and a verb pile. Students take turns selecting one noun and one verb to use together in a complete sentence.
Expand Vocabulary Practice Book	Students will: T67 - Discuss high frequency words. - Practice using the spelling words on page 12 of the practice book.
Day 4	Instructional Plan
Student Learning Target: 5.FL.VA.7b.iii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.h	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-43Q - Read about how President Theodore Roosevelt learned about the natural beauty and resources of the American West. Predict how the selection will help them answer the Essential Question. - Record cause and effect details as they read. - Use the details from their Cause and Effect Chart to summarize. - Reread to develop a deeper understanding of the text and answer the questions on Reading/Writing Companion pages 14–16. - Respond to the questions: <i>How does the author help you visualize what President Roosevelt sees and hears at Yosemite? & How does the author help you understand why President Roosevelt decides to help John Muir?</i>
Grammar Practice Book	Students will: T59 - Proofread sentences. - Find a piece of their own writing in their writer's notebook and correct sentences and punctuation. Practice using italics or underlining for emphasis. - With a partner, play a conversation game. Partner A asks a question. Partner B responds with a related question. The conversation continues, using only questions, until someone makes a mistake by responding in a non-question form.
Spelling Practice Book	Students will: T63 Circle and correct each misspelled word. Use a print or a digital dictionary to check and correct their spellings.

	Do a blind sort: one reads a Spelling Word Card; the other tells under which key word it belongs. Then have partners use their word cards to play Go Fish with the spelling words, using short vowel spelling patterns as the “fish.”
Day 5	Instructional Plan
Student Learning Target: 5.FL.VA.7b.iii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9 , 5.FL.WC.4.b, 5.FL.SC.6.h, 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-T43Q - Reread the text, looking at the illustrations and how they introduce the text’s message. - Reread the text, describe how word choice helps the reader visualize the scene. - Examine the author’s choice in using dialogue. - Use text evidence to explain why the narrative nonfiction genre is especially well suited to <i>Camping with the President’s</i> message. - Determine how the author feels about Roosevelt using their understanding of dialogue and descriptive word choices.
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 Start an anchor chart that lists features of a personal narrative. Use “A Walk with Teddy” as the mentor text.
Spelling Practice Book	Students will: T63 Take the spelling post-test.
Grammar Practice Book	Students will: T59 - Complete the Daily Language Activity and Practice book page 5 for assessment. - In small groups, write down three sentence fragments on index cards and place them in a pile. Students take turns selecting a fragment, reading it aloud, and forming a complete sentence from it.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[4 lessons\]](#)

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [\[4 lessons\]](#)

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. [\[1 lesson\]](#)

5.FL.SC.6.e Use correlative conjunctions. [\[10 lessons\]](#)

5.FL.SC.6.f Use punctuation to separate items in a series. [\[10 lessons\]](#)

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [\[1 lesson\]](#)

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. [\[14 lessons\]](#)

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [\[5 lessons\]](#)

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [\[5 lessons\]](#)

5.FL.WC.4.b Write legibly in manuscript and cursive. [\[4 lessons\]](#)

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [\[3 lessons\]](#)

5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. [\[1 lesson\]](#)

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [\[1 lesson\]](#)

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[5 lessons\]](#)

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [\[2 lessons\]](#)

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. [\[14 lessons\]](#)

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [\[1 lesson\]](#)

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[3 lessons\]](#)

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [\[1 lesson\]](#)

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. [\[5 lessons\]](#)

5.W.TTP.3.a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. [\[1 lesson\]](#)

5.W.TTP.3.d Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [\[1 lesson\]](#)

Day 6	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.iii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9 , 5.FL.WC.4.b, 5.RL.KID.1, 5.RI.RRTC.10, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43Q ○ Discuss Roosevelt's reaction is strong. Answer the questions: <i>What does he physically do to show his disgust? Why does the author include the sentence, "For fence posts!"?</i> ○ Write their own paragraph using descriptive words and punctuation that demonstrates Roosevelt's feelings. ○ Find other dialogue that is punctuated with an exclamation point and infer what feelings are being expressed.
Respond to Reading Reading / Writing Companion	Students will: T44-45 ○ Look for more examples of dialogue and descriptive details that show how Roosevelt changes as a result of the camping trip. Craft a short response answering the question: <i>Think about what President Roosevelt said and did while at Yosemite. How does the author show how Roosevelt changes because of his experience?</i> ○ Refer to and discuss their completed charts and writing responses. ○ Focus on the dialogue, details, and vivid language the author uses to tell about Roosevelt's trip. They should point out at least two examples of dialogue from the text and explain how it shows Roosevelt changing as a result of his experience. Students should also point out how the author's choice of language as well as illustration details support readers in identifying these changes. Vary sentence structure by combining short sentences and adding phrases and clauses to others.
Writing Process: Plan Reading / Writing Companion	Students will: T52-53 ○ Free-write individually about a significant life event in the blank space provided on Reading/Writing Companion page 25. ○ Choose an experience or event from their freewriting and write a personal narrative about it. The topic should be a memorable experience that taught them a lesson about life. ○ Think about the purpose of "A Walk with Teddy" and other personal narratives they have read. ○ Think about their likely audience— teachers, classmates, friends, family members—and consider how many and what kinds of details they want to reveal in their narrative. ○ Ask questions, such as "What happened?," "Who was involved?," "Where was I?," and "What did I learn?" Write the answers to these and other questions in their writer's notebook. ○ Preview the rubric on Reading/Writing Companion page 31 to learn what is expected of them for this assignment.
Grammar Practice Book	Students will: T60 ○ Study simple and compound subjects and predicates. See practice book page 13 or online activity. ○ Use teacher created simple subjects and predicate and with a partner make sentences by choosing one of each and expanding the words into complete subjects and predicates; for example, <i>river</i> and <i>twists</i>: <i>The river twists and turns.</i>
Spelling Practice Book	Students will: T64 ○ Study words with long vowel sounds. Take the spelling pre-test. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Read the words aloud with partners. Then have partners do an open sort. Record their sorts in their writer's notebook.
Vocabulary Practice Book	Students will: T66 ○ Define the words published, indicate, and journals. ○ Study and discuss the root for publication and published. Do the same for indicate and journals.

Day 7	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.W.TTP.3.a, 5.W.TTP.3.d, 5.FL.SC.6.a, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45D - Read “A Walk with Teddy” - Compare the texts using the ask and answer questions strategy. - Identify the main idea and key details in the text.
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 - Discuss how to organize their personal narrative. They will need to have an introduction and conclusion. - They will examine the mentor text “A Walk with Teddy” and use transition and signal words to write what happens in their story. - Use a graphic organizer to plan the sequence of events in their own personal narrative.
Grammar Practice Book	Students will: T60 - Identify differences between subjects and predicates. - Study compound subjects and predicates. See practice page 14.
Expand Vocabulary Practice Book	Students will: T66 Using the sentence displayed on the board, “After school, my brother plays baseball.” Have partners take turns revising the sentence by adding a compound subject or predicate. Partners then write their own simple sentences, and repeat the activity.
Spelling	Students will: T64 - Review the short vowel sounds in <i>tenth</i>, <i>damp</i>, and <i>stuff</i>. - Review this genre study’s long vowel spelling patterns - Complete the pattern sort from Day 6 by using the boldfaced key words on the Spelling Word Cards. Point out the long vowel spellings and VCe syllables. Partners should compare and check their sorts.
Vocabulary	Students will: T66 Study prefixes and how they change the meaning of a word. See Practice Book page 23.

Day 8	Instructional Plan
Student Learning Targets: 5.RI.CS.6, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.WC.4.a	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-T45D - Reread the text. Analyze the text features. How do the excerpts, photograph, and caption help you see how Roosevelt’s trip to England had a lasting impact on him? - Develop a deeper understanding of the text by annotating and answering questions on pages 18–20 of the Reading/ Writing Companion. - Compare the points of view presented on Reading/Writing Companion pages 18 and 19. Reread the rest of pages 18–19. Answer the question: <i>How does the point of view on page 19 differ from page 18?</i>

	○ Identify and understand the use of literary devices, including first- or third-person point of view. ○ Examine how the author's use of language contributes to voice.
Phonics Practice Book	Students will: T48-49 ○ Demonstrate and apply phonetic knowledge by decoding multisyllabic words with open syllables and VCe syllables. ○ Identify the long vowel sound in each word and underline the letter or letters that spell the sound. Then read the words chorally. Finally, draw a five-column chart on the board and sort the words by long vowel sound. ○ Transition from reading one-syllable to multisyllabic long vowel words. Read the one-syllable words. Teacher will model how to read the longer words, pointing out the added syllable in each. Finally, students read the word pairs chorally.
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 ○ Reread the paragraph from "A Life in the Woods" on page 27 of Reading/Writing Companion. Identify vivid or sensory language in the paragraph. ○ Use Thoreau's paragraph as a model for their own writing. They should use vivid words and sensory language to describe a person, place, or event in their narrative. Use the Word Wise feature for tips on how to begin. Write their paragraph on the lines provided on Reading/Writing Companion page 27. ○ Review the questions they asked and the Sequence of Events story map they created during the Plan phase. ○ Use vivid descriptions as they introduce the event, tell what happened, and share what they learned. Use signal and transition words to indicate the order in which events occur. ○ View the illustrated poster that shows multiple people, objects, or actions taking place, such as an outdoor scene. Have partners describe the poster to each other using compound subjects, compound predicates, or both.
Grammar Practice Book	Students will: T61 ○ Use commas to separate three or more words or phrases in a series. Punctuate appositives by learning they are set off by commas. Learn that commas set off the words <i>yes</i>, <i>no</i>, and <i>thank you</i>, along with introductory words. See Practice Book page 15 or online activity
Expand Vocabulary Practice Book	Students will: T67 ○ Read the differentiated passage. ○ Partners look for homographs on page O2 and record the words they find in their writer's notebook. Partners can confirm meanings and pronunciation in a print or an online dictionary. See Practice Book page 24.
Spelling Practice Book	Students will: T65 ○ Research and write the word origins for the words paste, coach, prey. ○ Partners do a speed sort to see who is fastest. Do a word hunt in this week's readings to find multisyllabic words with long vowel sounds. Record the words in their writer's notebook.

Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.RI.IK1.9 , 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.SC.6.e , 5.FL.SC.6.f, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Fluency Practice Book	Students will: T49 Practice fluency using the online Differentiated Genre Passage, “A Home in the Desert.”
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 - Reread the paragraph from “A Life in the Woods” on page 27 of Reading/Writing Companion. - Identify vivid or sensory language in the paragraph. (<i>uttered, prolonged howls, rippled, whole air, misty rain</i>) - Answer the question: <i>How does the language the writer uses help you “see” and “hear” what’s happening?</i> - Use Thoreau’s paragraph as a model for their own writing. They should use vivid words and sensory language to describe a person, place, or event in their narrative. Look at the Word Wise feature for tips on how to begin. - Write their paragraph on the lines provided on Reading/Writing Companion page 27. - Review the questions they asked and the Sequence of Events story map they created during the plan phase. - Partners will meet to summarize the sequence of events in their drafts and share and discuss their most vivid the descriptions.
Make Connections Reading / Writing Companion	Students will: T68 - Using the online Four-Door Foldable® with the headings <i>Camping with the President</i>, “A Walk with Teddy,” Bald Eagle, and “Protecting Our Parks.” Students will be divided into small groups and they will complete the activities on Reading/ Writing Companion page 22 and discuss how the photograph, the blast, and the selections they have read relate to the idea that experiencing nature can change the way you think about it. - Refer to their notes on the Four-Door Foldable® as they respond to the writing prompt at the bottom of the page. - When they have finished writing, different groups should share and discuss their responses.
Grammar Practice Book	Students will: T61 - Identify and correct errors on page 16 in the Practice Book. - Write two sentences using conjunctions. Pairs take turns reading their sentences aloud, omitting the conjunction. Listeners guess which conjunction is missing and repeat the full sentence to their partners.
Spelling	Students will: T65 Circle and correct each misspelled word from the sentences on the board. They will correct a piece of their own writing.
Vocabulary	Students will: T67 - Generate words related to <i>spectacular</i>. Draw a synonym/antonym scale. - In small groups, use a thesaurus to find several synonyms and antonyms. Groups write the words on the scale from most to least spectacular and share with the class. Discuss each scale. Copy the scales in their writer’s notebook.

Day 10	Instructional Plan
Student Learning Targets: 5.W.RBPK.8, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.WC.4.a, 5.SL.PKI.4	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 Continue working on drafts.
Spelling Practice Book	Students will: T65 Take the post-test. See Practice Book page 18.
Research and Inquiry Reading / Writing Companion	Students will: T69 - Look at the presenting Checklist on Reading/ Writing Companion page 23. - Practice their presentations. - Discuss map elements such as a compass rose, title, key, inset, and symbols. Explain the reasons for including these elements on a map. - Present to an audience. - Actively listen by writing down any questions they have during the presentation. - Participate in a post-presentation discussion, where students point out relevant information about the national parks presented.
Grammar	Students will: T61 - Use the Daily Language Activity and Practice Book page 17 for assessment Rubric - Participate in the activity: That's a Great Idea, But...-Have Partner A suggest an idea. Partner B replies by trying to dissuade Partner A. Tell pairs to use conjunctions and compound subjects or predicates as they speak. Partner A: <i>We should go biking or hiking.</i> Partner B: <i>I'd like to, but it's raining.</i>
Progress Monitoring	Students will: T104-105 Complete the online assessment.

Weeks 3-4

✓ Assessed Skill

Unit 1 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do we get things we need?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Analyze character, setting, and plot: sequence Monitor comprehension and make adjustments by rereading Understand the purpose of anecdotes ✓ Identify and use literary elements	Vocabulary Acquisition: Acquire and use academic vocabulary afford loan profit prosper risk savings scarce wages Vocabulary Strategy: ✓ Use context clues to understand meaning Grammar: ✓ Identify and punctuate compound sentences Identify complex sentences
Text(s): Teach and Model Interactive Read Aloud: "Finding a Way" Shared Read: "A Fresh Idea" Practice and Apply Anchor Text(s): <i>One Hen</i> & "Reading Between the Dots" Leveled Readers A: "Parker's Plan" O: "Can Do Canine" ELL: "Can Do Canine" B: "Cleaning Up the Competition" Optional Classroom Library Trade Books <i>The Secret Garden</i> <i>A Long Walk to Water</i>	Writing	Speaking and Listening
	Writing process: Revise and edit a personal narrative Analytical writing: ✓ Write responses that demonstrate understanding	Engage in collaborative discussions Paraphrase portions of "Finding a Way" Present information about the history of the farming industry
	Foundational Skills	Research and Inquiry
	Phonics/Word Study: Decode words with words //, //u /, and /ü/ Decode words with r-controlled vowels /är/, /âr/, /ôr/ Spelling Words: Week 3 tuna duty lose few doom bamboo soothe crooks hoof hooks booth handbook prove mute amuse plume hue new. Bruise union Week 4 heart swear aboard squares swore chart scorn starch source fare barge thorn marsh force harsh scarce coarse flare course sword Fluency: Read fluently with expression, phrasing, and rate	Evaluate sources for credibility Create a compare/contrast presentation

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [11 lessons]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [1 lesson]

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [2 lessons]

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. [5 lessons]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [1 lesson]

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [9 lessons]

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [15 lessons]

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [5 lessons]

5.FL.WC.4.b Write legibly in manuscript and cursive. [1 lesson]

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [3 lessons]

5.RL.IKI.7 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. [1 lesson]

5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. [3 lessons]

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [19 lessons]

5.RL.KID.2 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. [11 lessons]

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [16 lessons]

5.SL.CC.1 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. [3 lessons]

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [1 lesson]

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [1 lesson]

5.W.TTP.3.e Provide a conclusion that follows from the narrated experiences or events. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 5.RL.KID.2, 5.RL.KID.3, 5.FL.VA.7a.i, 5.FL.SC.6.a, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-119 ○ Discuss the essential question: How do we get things we need? ○ Review student learning goals. ○ Discuss the photograph. ○ Answer the questions: <i>What happens when the things we need become scarce? How might savings be used to meet these needs?</i> ○ Complete the blast assignment “Clothing, Food, and Shelter”.
Listening Comprehension Interactive Read Aloud	Students will: T120-121 ○ Discuss the features of realistic fiction. ○ Create an anchor chart that includes features of realistic fiction. ○ Preview the comprehension strategy “Reread”. ○ Restate the most important ideas and details from “Finding a Way” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 ○ Think about the Essential Question and the ways people get the things they need. ○ Preview the title and illustrations and make a prediction about the story. ○ List interesting words and key details they discover as they read. ○ Reread the first three paragraphs and determine how they help you understand why Mali’s mood changes. ○ Determine the meaning of unknown words using context clues. ○ Summarize how Mali’s thought process leads her to think of an idea at the end of the paragraph. ○ Understand the importance of the setting to the plot. ○ Retell the sequence of events and describe the relationship between Mali and Mr. Taylor.
Vocabulary Reading / Writing Companion	Students will: T126-127 ○ Partners use sentence clues to figure out the meanings of <i>stakes</i> on page 36 and <i>ripened</i> on page 37. ○ Use words and phrases within the sentences to determine the meaning of each word. ○ Circle the clues. Look for clues in the illustrations as well as in the text. Discuss how the clues help them determine meanings.
Grammar Reading / Writing Companion	Students will: T156 ○ Learn about compound sentences. See Practice Book page 25. ○ Talk about nature. Each partner begins with a simple sentence and then adds a compound sentence that gives more detail. Model example: <i>I love the ocean. I love the sound of the waves, but sharks scare me!</i>
Spelling Reading / Writing Companion	Students will: T160 ○ Take the pretest. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Read the words aloud with partners. Then do an open sort. Record their sorts in their writer’s notebook.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.KID.3, 5.RL.IKI.7, 5.FL.WC.4.b, 5.RL.KID.2, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.SC.6.a	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T128-129 - With a partner, discuss and retell why Mali decides to sell her tomatoes. Partners can reread the first three sentences and examine the illustration. Discuss other sections of the story that they might want to reread. Identify details that convey the climax and falling action of “A Fresh Idea.” - In pairs, discuss the details of the rising action that have led to the climax. Then discuss the events that are now leading to the resolution of the main character’s conflict. Share and compare their work with the class. Independent Practice Have students read the online Differentiated Genre Passage, “Building Our Community.” - Complete the organizer by listing the events in the middle of the story (on page 36) and at end of the story (on page 37). Reread passages to find important details that show the sequence of events. - Pairs work together to write a summary of “A Fresh Idea.” Maintain a logical order as they summarize story events. Share their summaries with the class. - Reread parts of “A Fresh Idea” and analyze the techniques the author used in writing the selection. Techniques include the use dialogue, descriptive details, and an interesting plot to engage readers.
Respond to Reading Reading / Writing Companion	Students will: T136-137 Reread to examine how the author develops the relationship between Mali and Mr. Taylor. Note text evidence that will help write their response.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-141 - Compare and contrast the changes in the farming industry over the past decades. Record information in a three-column chart to record facts and their sources as they find them. Review their findings and provide feedback. Students can use their charts in their final presentations. History of Farming Project Work with a partner or group to research farming today and during another period in history. They will be working on the project over the next two weeks. Pairs should discuss their plan.
Grammar Practice Book	Students will: T156 - Learn that a run-on sentence has two or more independent clauses that are connected without proper conjunctions or punctuation. - See Practice Book page 26. - Take turns identifying each complete idea and restating it as its own sentence. Then with a partner, combine ideas into compound sentences.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7c, 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3 , 5.SL.CC.1, 5.FL.SC.6.a, 5.FL.VA.7a.i, 5.FL.VA.7c	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T140A-O - Predict how the story will help them answer the Essential Question. - Record character, setting, and plot details and note words they don't understand and questions they have. - Look at Ghana on a map to build background in the setting. - Follow the sequence of events to understand how the loan process works in the story. - Generate a question of their own about the story and share it with a partner.
Grammar Minilesson Practice Book	Students will: T157 - Learn about correct punctuation of compound sentences. See Practice Book page 27 or online activity. - In small groups, discuss the displayed six sentences that, when combined, form three logical compound sentences. - Students will decide which sentences to join and write them using a semicolon to join each pair. Have students read their sentences aloud.
Expand Vocabulary Practice Book	Students will: T165 - Orally complete each sentence stem to review words. - Complete Practice Book page 36.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7c, 5.RL.KID.1, 5.RL.KID.2 , 5.RL.KID.3, 5.SL.CC.1, 5.FL.SC.6.a , 5.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-O - Predict how the story will help them answer the Essential Question. - Read about a boy who made a plan to get what he needed for his future. - Add the Build Vocabulary words to their writer's notebook: hoists: lifts and cassava: an edible tropical plant - Use the "Reread" strategy while they read <i>One Hen</i>. Fill out the graphic organizer for character, setting, and plot. - Generate a question on their own about the story and share it with a partner. To find the answer, try rereading the text. - Notice that the author covers a long period of time in just a few paragraphs to help readers see how Kojo's investment in one hen pays off. - Review the chain of events that led to Kojo asking for a bank loan. Make inferences to understand how these events have shaped Kojo's character, as well as what effect Kojo will have on other people. - Read the biographies of the author and the illustrator and answer questions. - Use the details from their Character, Setting, Plot, Sequence chart to summarize. - Reread to develop a deeper understanding of the text and answer the questions on Reading/Writing Companion pages 46–48. - Answer the prompt and record their answers.
Grammar Practice Book	Students will: T157 Complete a proofreading activity.

	- Find a piece of their own writing in their writer's notebook and correct punctuation in compound sentences, comma splices, and run-ons. See Practice Book page 28. - Small groups tell a shared story about summer. Each student adds a sentence to the story as it goes around the circle. Students should use compound sentences with conjunctions.
Spelling Practice Book	Students will: T161 - Use sentences written on the board, circle and correct each misspelled word. - Use a print or a digital dictionary to check and correct their spellings. - In partners do a blind sort: one reads a Spelling Word Card; the other tells under which spelling pattern it belongs. Then partners use one set of word cards to play Concentration. Match words with the same pattern.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.VA.7c, 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3, 5.SL.CC.1, 5.FL.SC.6.j, 5.W.TTP.3.e, 5.W.PDW.5, 5.FL.SC.6.a, 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-O - Study the author's word choice and how the use of these words help you understand about Kojo. - Determine how the author helps you understand the future Kojo dreams about. - Reread page 36, including the caption that appears with the illustration. Determine how the author uses the illustration and its caption to help you understand the story and its theme? - Reread pages 40–41. Determine how the author organizes the events in the story to help them understand how one hen impacts Kojo's life. - Identify which words the author repeats in the simple captions that accompany the illustrations. Answer: <i>Why does she repeat these words? Cite text evidence from the story.</i> - Answer the question: <i>How do the illustrations contribute to the beauty and the reader's understanding of the story?</i>
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 - Review the characteristics of an effective conclusion to a personal narrative on Reading/Writing Companion page 28. Review the Word Wise box and remind students that combining ideas can improve word choice. - Be lead in a discussion of whether or not the sample paragraph includes an effective conclusion. - Volunteers share their "before" and "after" versions of the paragraph and explain the reasons for the changes they made. - Check their drafts for a logical sequence of events and the use of vivid language and descriptions. - Focus on a strong conclusion. - Improve sentence structure where necessary by combining ideas. - Use signal words and transitions they learned during the Plan phase. - Brainstorm and categorize other signal words and phrases.
Spelling Practice Book	Students will: T161 See Practice Book page 30 for a posttest.
Grammar Practice Book	Students will: T157 - Use the Daily Language Activity and Practice Book page 29 for assessment. - With a partner, tell each other about something in nature they've seen recently. Use compound sentences to describe their reactions to it. Make suggestions or ask questions as needed to prompt each other.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[4 lessons\]](#)

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[1 lesson\]](#)

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [\[4 lessons\]](#)

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. [\[1 lesson\]](#)

5.FL.SC.6.i Use underlining, quotation marks, or italics to indicate titles of works. [\[1 lesson\]](#)

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [\[1 lesson\]](#)

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [\[7 lessons\]](#)

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [\[15 lessons\]](#)

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [\[5 lessons\]](#)

5.FL.WC.4.b Write legibly in manuscript and cursive. [\[1 lesson\]](#)

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [\[2 lessons\]](#)

5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. [\[1 lesson\]](#)

5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. [\[4 lessons\]](#)

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[9 lessons\]](#)

5.RL.KID.2 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. [\[8 lessons\]](#)

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [\[11 lessons\]](#)

5.SL.CC.1 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. [\[5 lessons\]](#)

5.SL.PKI.4 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. [\[2 lessons\]](#)

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [\[2 lessons\]](#)

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [\[2 lessons\]](#)

5.W.PDW.6 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. [\[1 lesson\]](#)

5.W.TTP.3.g Apply language standards addressed in the Foundational Literacy standards. [\[1 lesson\]](#)

Day 6	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.RL.KID.1, 5.RL.KID.2, 5.W.PDW.5, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7c	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-O Complete pages 46 and 47.
Respond to Reading Reading / Writing Companion	Students will: T142-143 - Turn to Literature Anthology page 36. Read the first paragraph. Answer the question: <i>What does Kojo do with the extra eggs his hen lays?</i> Then turn to page 42. Read the last two paragraphs. Answer: <i>How many people rely on wages from working on Kojo's farm? How do the wages affect their lives?</i> Look for more details that describe how Kojo's actions affect himself and those around them. Craft a short response. - With a partner or in small groups, refer to and discuss their completed charts and writing responses from those pages. Then look at sentence starters on page 49. Use sentence starters to guide their responses.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-149 - Partners will review each other's work. - Review the revising checklist on Reading/Writing Companion page 29. - Complete revisions.
Grammar Practice Book	Students will: T158 - Complete the grammar exercise to determine whether the sentence contains coordinating conjunctions or subordinating conjunctions. - Act out two things they do every day before school. Groups should guess the actions that are being acted out and form a compound sentence to describe them. For example: <i>Maya packs her backpack, and she brushes her hair.</i>
Spelling Practice Book	Students will: T162 - Study r- controlled vowel sounds. - Take the spelling pre-test. - Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with partners. Then have partners do an open sort. Have them record their sorts in their writer's notebook.
Vocabulary	Students will: T164 - Define <i>invest</i>, <i>income</i>, and <i>goal</i>. - Write other words with the same root and define them.
Day 7	Instructional Plan
Student Learning Targets: 5.FL.SC.6.i, 5.FL.SC.6.j, 5.W.TTP.3.g, 5.W.PDW.5, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7c	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D Read and reread <i>One Hen</i> and "Reading Between the Dots," take notes about the Essential Question: <i>How do we get the things we need?</i> Answer how this text compares with what they learned about how Kojo got what he needed in <i>One Hen</i>. Discuss how these texts are similar and different.

	○ Use the “Reread” strategy to answer <i>Why did Brittany volunteer at the library?</i> ○ Answer the questions: <i>Where do the events in the personal narrative take place? Describe to a partner the sequence of steps Brittany followed to make copies of the booklet.</i> ○ Summarize the selection in ways that maintain meaning and logical order.
Writing Process: Edit and Revise Reading / Writing Companion	Students will: T150-151 ○ Finish writing and revising their drafts. Edit and proofread them. ○ Read the Grammar Connections feature. ○ In groups of six, sit in a circle. Each group member should choose an item from the checklist. They will pass their drafts to the person on their left and then check and correct the draft they received for their item. After all group members have checked all drafts, break groups into pairs. Review their drafts and reflect on how the editing process affected their writing.
Grammar Practice Book	Students will: T158 ○ Explain how conjunctions are used to make compound sentences. ○ See Practice Book page 38. ○ Participate in an activity: Conjunction Duel- Display a list of conjunctions. Create teams. Team A picks a conjunction for Team B, who must form a compound or complex sentence within a set time limit. Team A can “steal” the turn and give an answer if Team B’s time runs out.
Spelling	Students will: T162 ○ Review the /ū/, /ū /, and /ü/ vowel sounds in <i>soothe</i>, <i>prove</i>, and <i>hoof</i>. ○ Complete the pattern sort from Day 6. Point out the <i>r</i>-controlled spellings. Partners should compare and check their sorts. Have them record their sorts in their writer’s notebook.
Expand Vocabulary Practice Book	Students will: T164 ○ Review that a suffix is a word part added to the end of a word. It changes the meaning of the word.

Day 8	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RI.IKI.8, 5.SL.PKI.4 , 5.SL.PKI.5 , 5.W.PDW.6, 5.FL.VA.7a.i , 5.FL.VA.7c	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D ○ Reread the second and third paragraphs on page 49. Cite text evidence that shows the events in Brittany’s story follow a logical order. ○ How does the title “Reading Between the Dots” relate to the personal narrative? Use text evidence to support your answer. ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 50–52 of the Reading/Writing Companion.
Author’s Craft Reading / Writing Companion	Students will: T144-145 ○ Turn to Reading/Writing Companion page 53. ○ Reread the two paragraphs on Reading/Writing Companion page 50 ○ In pairs, discuss additional details that explain the order in which the author describes events, as well as how the anecdote and the details she provides help readers understand her feelings about Braille books. Enter their responses on page 53.

Writing Process: Draft Reading / Writing Companion	Students will: T152-153 ○ Prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. ○ Give a dramatic reading of their personal narrative. ○ Evaluate their drafts, have them answer the questions on page 31 of the Reading/Writing Companion. Then complete these sentence frames in a written reflection: The most challenging part of writing a personal narrative was ____ because _____. The next time I must write a personal narrative, I will ____ differently because _____.
Grammar Practice Book	Students will: T159 ○ Use a comma before a conjunction to separate two independent clauses in compound sentences. ○ See Practice Book page 39 or online activity. ○ Participate in the activity: News Reporter- partners use complex sentences to write a news report about an exciting new technology. Partners take turns delivering the news report to an imaginary TV audience. Volunteers share their news reports with the class.
Expand Vocabulary Practice Book	Students will: T165 ○ Read passages from “Building Our Community” using context clues to determine the meaning of unknown words.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b , 5.RL.IK1.9 , 5.RL.IK1.7, 5.SL.PK1.4 , 5.SL.PK1.5 , 5.W.PDW.6, 5.FL.WC.4.a	
Fluency Practice Book	Students will: T147 ○ Listen to the teacher model fluency as they read aloud the third and fourth paragraphs of “A Fresh Idea” on Reading/Writing Companion page 35. ○ Students can practice fluency using the online Differentiated Genre Passage, “Building Our Community.”
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 ○ Once their drafts are final, students can prepare for publishing and presenting their work. ○ Give a dramatic reading of their personal narrative. ○ Evaluate their drafts, have them answer the questions on page 31 of the Reading/Writing Companion. Then complete these sentence frames in a written reflection: The most challenging part of writing a personal narrative was ____ because _____. The next time I must write a personal narrative, I will ____ differently because _____.
Make Connections Reading / Writing Companion	Students will: T166 ○ Students will share and discuss their responses to the “Clothing, Food, Shelter” Blast. ○ Complete the activities on Reading/Writing Companion page 54 and discuss how the poem, the blast, and the selections they have read relate to the idea that people use various ways to get the things they need. ○ See the connections between the poem “Try Again” in Reading/Writing Companion page 54 and the selections. ○ Refer to their notes on the Four-Door Foldable® as they respond to the writing prompt at the bottom of the page.
Grammar Practice Book	Students will: T159 ○ Correct errors in sentences posted by teacher. ○ See Practice Book page 40. ○ Bring a favorite object to class. Ask them to write three complex sentences about it and read their sentences to partners.

Spelling	Students will: T163 - Using sentences the teacher has posted, circle and correct each misspelled word. - Complete additional pattern sorts for spelling practice. - See Practice Book page 45. - With a partner, do a blind sort: one reads a Spelling Word Card; the other tells under which key word it belongs. Then, partners use their word cards to play Go Fish with the spelling words, using <i>r</i>-controlled vowel spelling patterns as the “fish.”
Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.SL.PKI.5, 5.W.PDW.6	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 Give a dramatic reading of their personal narrative.
Spelling Practice Book	Students will: T163 See Practice Book page 42 for the posttest.
Research and Inquiry Reading / Writing Companion	Students will: T167 - Discuss how they will present their information about the United States' farming industry from a point in the past to the present. - Use the Presenting Checklist as they practice their presentation.
Grammar	Students will: T159 - Use the Daily Language Activity and Practice Book page 41 for assessment. - Small groups discuss which clauses to join based on a list of three dependent and three independent clauses that, if combined, form three logical complex sentences.
Progress Monitoring	Students will: T202-203 Complete the online assessment.

Week 5



Assessed Skill

Unit 1 Week 5	Comprehension / Genre / Author's Craft	Language Development
Essential Question: <i>What are the positive and negative effects of technology?</i>	☒ Cite relevant evidence from text ☒ Make inferences to support understanding ☒ Identify the author's point of view Reread to monitor comprehension Analyze the author's purpose ☒ Identify and use text features	Vocabulary Acquisition: Acquire and use academic vocabulary access advance analysis cite counterpoint data drawbacks reasoning Vocabulary Strategy: ☒ Identify the meanings of Greek and Latin prefixes Grammar: ☒ Identify and correct run-on sentences and fragments
Text(s): Teach and Model Interactive Read Aloud: <i>Electronic Books: A New Way to Read</i> Shared Read: "Are Electronic Devices Good for Us?" Practice and Apply Anchor Texts: <i>The Future of Transportation</i> "Getting from Here to There" Leveled Readers A: Robots O: Robots ELL: Robots B: Robots Optional Classroom Library Trade Books <i>A Walk in the Deciduous Forest</i> <i>Arctic Lights, Arctic Nights</i>	Writing	Speaking and Listening
	Writing process: Plan and draft an opinion essay Analytical writing: ☒ Write responses that demonstrate understanding	Engage in collaborative discussions Paraphrase portions of "Electronic Books: A New Way to Read" Present information about the positive and negative effects of technology
	Foundational Skills	Research and Inquiry
	Phonics/Word Study: Decode words with r-controlled vowel /ûr/ Spelling Words: word nerve squirt verse surf lurk work stern spurts lurch blurt thirst spur learning shirt midterm return squirm swerve years Fluency: Read fluently with accuracy and phrasing	Plan a debate Engage in a debate

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [17 lessons]

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [1 lesson]

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [19 lessons]

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. [5 lessons]

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [8 lessons]

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [5 lessons]

5.FL.WC.4.b Write legibly in manuscript and cursive. [6 lessons]

5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. [4 lessons]

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [2 lessons]

5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. [29 lessons]

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [1 lesson]

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5 lessons]

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [4 lessons]

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [1 lesson]

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [12 lessons]

5.SL.PKI.4 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. [1 lesson]

5.W.PDW.6 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. [1 lesson]

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [1 lesson]

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [2 lessons]

5.W.TTP.1.a Introduce a topic or text. [1 lesson]

5.W.TTP.1.b Develop an opinion through logically-ordered reasons that are supported by facts and details. [1 lesson]

5.W.TTP.1.d Provide a concluding statement or section related to the opinion presented. [1 lesson]

5.W.TTP.2.f Link ideas within and across categories of information using words, phrases, and clauses. [2 lessons]

Day 1	Instructional Plan
Student Learning Targets: 5.RI.IKI.8, 5.RI.KID.2, 5.FL.VA.7a.ii, 5.RI.CS.6 , 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 ○ Discuss the essential question: What are the positive and negative effects of new technology? ○ Review the student learning goals. ○ Discuss the photograph of the bionic hand. Focus on the ways that new technology is changing our lives. ○ Answer the questions: <i>What is a useful technology in your life? What is a useful technology for society? What is your analysis of the effects of these new technologies? What is a counterpoint to your analysis?</i> ○ Discuss a new technology and its effects with a partner. Add words about the effects of new technology to the graphic organizer. ○ Complete the blast assignment "Riding Technology's Rollercoaster".
Listening Comprehension Interactive Read Aloud	Students will: T216-217 ○ Name the types of technological devices they use on a daily basis. ○ Focus on one device and identify the advantages and disadvantages. ○ Add characteristics of an argumentative text to the anchor chart. ○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy, "Reread". ○ Briefly retell "Electronic Books: A New Way to Read" in their own words. Be sure to tell the author's point of view and how the author uses evidence to support particular points.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 ○ Think about the essential question and what they know about technology and its effects on users. ○ Focus on the author's claim and how he supports this claim. ○ Complete the Quickwrite.
Vocabulary Reading / Writing Companion	Students will: T222-223 ○ Use the Visual Vocabulary Cards to learn the words for the week. ○ Use Greek and Latin prefixes to determine the meaning of words.
Grammar Practice Book	Students will: T250 ○ Identify the difference between a sentence fragment and a run-on. ○ See Practice Book page 49 or online activity. ○ Practice using the activity "Left or Right". Students will raise their right hand when they see a fragment and their left hand for a run-on.
Spelling Practice Book	Students will: T252 ○ Take the spelling pre-test to assess prior knowledge.
Day 2	Instructional Plan
Student Learning Targets: 5.RI.CS.6, 5.RI.IKI.8, 5.FL.WC.4.b, 5.SL.PKI.4, 5.W.PDW.6, 5.W.RBPK.7 , 5.W.RBPK.8	

Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T224-225 ○ Use the “Reread” strategy to monitor their comprehension of the text. ○ Listen and follow along as the teacher models how to reread the first paragraph of “Plugged In” on page 59. ○ Work in pairs to reread the conclusions of “Plugged In” and “Tuned Out” and compare and contrast them. ○ Discuss the characteristics of argumentative texts. ○ Examine how headings and graphs support argumentative texts. ○ List three parts of the bar graph on page 59 of “Plugged In.” With a partner, discuss the information that each part of the graph provides. Then share and compare their findings with the class. ○ Independent Practice Have students read the online Differentiated Genre Passage, “Driverless Cars.” ○ Discuss the difference between facts and opinions. Begin an author’s point of view anchor chart. ○ Work in pairs to reread “Tuned Out” on pages 60 and 61 and complete the graphic organizer with details that support the author’s argument and help them identify his or her point of view. ○ In pairs, summarize the facts and opinions the author of “Tuned Out” provides to support his or her point of view. Then tell which text they found more convincing and why. Have them share their views in a class discussion. ○ Reread parts of “Are Electronic Devices Good for Us?” and analyze the techniques the authors used in writing each argument within the text. ○ Review the graph at the bottom of page 59. ○ Reread page 60 and review the graphs. ○ Reread the first two paragraphs on page 61.
Respond to Reading Reading / Writing Companion	Students will: T232-233 ○ Analyze the prompt: <i>Which author do you think has the more convincing argument? Cite text evidence to support your answer.</i> ○ Use the phrases in the sentence starters to form their responses. Their opening should state their opinion. Specific reasons and examples should support their opinion. Students may continue their responses on a separate piece of paper.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 ○ Review the following debate guidelines: ○ Research and organize your point of view on the topic. ○ State points clearly, demonstrating understanding of the information. ○ Make eye contact with those listening. ○ Actively listen to the opposing view to provide a valid counterpoint. ○ Cite their sources, even when they paraphrase the source material, or restate ideas using their own words. ○ Work with a partner to gather facts to use in a debate about the positive and negative effects of a specific kind of technology. Part of students’ research should involve finding ways to refute the opposing point of view. They will be working on the project over the next two weeks. In pairs, discuss their research plan while keeping in mind the multiple steps that should be followed in a debate. Restate the debate format they are to use.
Grammar Practice Book	Students will: T250 ○ Learn ways to correct run-on sentences. See Practice Book page 50. ○ In partners, discuss whether each example could be fixed using a period (to form separate sentences), a semicolon (to join like ideas), or either one. Share their thoughts with the class.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.IK1.8 , 5.FL.WC.4.b, 5.RI.CS.6 , 5.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-D ○ Read <i>The Future of Transportation</i>. Use copies of online Graphic Organizer 145 and take notes as they read. ○ Determine the author's point of view about transportation. Add details that support the point of view to the graphic organizer. ○ Summarize the text.
Respond to Reading Write about the Anchor Text	Students will: T238-239 ○ Reread to see how the authors use facts, statistics, and other evidence as well as text features and to support their opinions. ○ Turn to "Autos Advance" on Literature Anthology page 53. ○ Look for more details that support a particular point of view. Then craft a short response. ○ Review pages 70–71 of the Reading/Writing Companion. Have partners or small groups refer to and discuss their completed charts and writing responses from those pages. ○ Focus on the specific choices each author makes in order to provide support for a specific claim. Identify each author's claim and explain how the claim is supported, pointing out at least two pieces of evidence and/or a text feature as an example. Then explain how reading the two authors' arguments help them understand credibility in a persuasive argument. Vary sentence structure by combining short sentences and adding phrases and clauses to others.
Grammar Minilesson Practice Book	Students will: T251 ○ Correct run-on sentences. See Practice Book page 51 or online activity. ○ Create a T-chart: <i>Fragments</i> and <i>Run-ons</i>. Display a list of fragments and run-ons. Have partners discuss where each example belongs in the chart.
Expand Vocabulary Practice Book	Students will: T255 ○ Look for Greek and Latin prefixes to help figure out the meanings of unfamiliar words. ○ See Practice Book page 60.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.IK1.8 , 5.FL.WC.4.b, 5.FL.WC.4.b, 5.W.TTP.1.a, 5.W.RBPK.8, 5.FL.WC.4.a, 5.RI.CS.6	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T239A-B ○ Reread sections of the anchor text. Determine the author's point of view. ○ Study the print and graphic features. ○ Read the paired selection "Getting From Here to There" and take notes considering the essential question. Compare and contrast how this text and <i>The Future of Transportation</i> are similar and different. ○ Turn to Reading/Writing Companion page 75 and read key points about author's purpose. ○ With a partner, work together to analyze how the information in the second paragraph and pie chart on page 73 supports the author's purpose. ○ Discuss the pie chart and how it helps the author support his or her ideas and achieve a specific purpose for writing, and then share their thinking with the class. ○ Enter their responses on Reading/Writing Companion page 75.

Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-247 - Recall other texts they have read that clearly expressed the writer's point of view or opinion about a topic. - List features of an opinion essay on an anchor chart. - Find words and phrases in the first paragraph of "Autos Advance" that show the author's attitude and express his or her opinion. Complete page 78. - Students should decide whether they think social media helps or harms teens and write an opinion essay that states their claim and presents evidence to support it. They should include a counterargument that addresses an opposing point of view. - Make a plan to gather evidence that supports their opinion. They will also consider possible opposing claims and find evidence that refutes them. Use online Graphic Organizer 121 to get started. Write their topic and opinion in the organizer and think of at least one supporting detail. They will need to do some research. Read the Readers to Writers box. - List two details on Reading/Writing Companion page 80 that they might include in their introduction. - Research details for their Main Idea and Details organizer. Consult several sources. Create a second chart for an opposing point of view and fill it in with details that refute, not support, it.
Grammar Practice Book	Students will: T251 - Proofread and correct errors. See Practice Book page 52. - Scan a story's dialogue to identify fragments. Have partners rewrite the dialogue to avoid fragments and then act it out.
Spelling Practice Book	Students will: T253 - Circle and correct each misspelled word in the sentences posted on the board. Use a print or a digital dictionary to correct their spellings. See Practice Book page 57. - Participate in a Blind Sort. One student reads a Spelling Word Card; the other tells under which spelling pattern it belongs. Have students compare and discuss their sorts. Then have partners play Concentration, matching words with the same spelling pattern.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.1.b , 5.W.TTP.1.d , 5.FL.WC.4.a, 5.RI.IK1.7, 5.RI.IK1.9	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T248-249 - Reread the pie chart and graphs on pages 56-57. - Answer questions on pages 73–74 of the Reading/ Writing Companion. - Discuss how to present evidence to support or refute a point of view in an opinion essay. - Read aloud the paragraph from "Are Electronic Devices Good for Us?" on page 81 of the Reading/Writing Companion. With teacher support, determine the main idea. - Identify the author's evidence and point out the source he or she cited. Discuss ways in which the author's evidence successfully supports his or her opinion. Use the paragraph on page 81 as well as the "Less Oil" paragraph on page 54 of the Literature Anthology as models for their own writing.
Fluency Reading / Writing Companion	Students will: T257 - Listen and follow along as the teacher models fluent reading of the excerpt on page 77. - In partners, read aloud the first paragraph of "Tuned Out" on Reading/Writing Companion page 60.

Writing Process: Draft Reading / Writing Companion	Students will: T248-249 Write a draft of an opinion essay about whether social media benefits or harms teens. Consult the Main Idea and Details organizer they created during the Plan phase as they draft. This will help them develop a focused draft. Meet to discuss the evidence in their drafts and share how their partner's choice of evidence supports his or her claim.
Spelling Practice Book	Students will: T253 Take the spelling post-test.
Grammar	Students will: T251 - Use the Daily Language Activity and Practice Book page 53 for assessment. - Participate in an activity Finish the Fragment: Write fragments about new technologies on index cards and put them in a bag. Have partners draw a slip and briefly discuss how to change the fragment to a complete sentence. Have them share their answers with the class.
Make Connections	Students will: T256 - Share and discuss students' responses to the "Riding Technology's Rollercoaster" blast. - In small groups, complete the activities on Reading/Writing Companion page 76 and discuss how the poem, the blast, and the selections they have read relate to the effects of new technology. - Respond to the writing prompt at the bottom of the page. When students have finished writing, have the different groups share and discuss their responses.
Progress Monitoring	Students will: Complete the online assessment.

Week 6

Unit 1 Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition:
Text(s): Reading Digitally: "Take It From Nature" Reader's Theater: <i>It Couldn't Be Done</i>	Writing	Speaking and Listening
	Writing process: Complete an opinion essay Share writing and choose a portfolio piece Analytical writing: Write informational text Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, rate	Conduct and present research Follow cyber safety Gather relevant information from digital sources Navigate links

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [1 lesson]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [2 lessons]

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [1 lesson]

5.RI.CS.4 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. [1 lesson]

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [1 lesson]

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [2 lessons]

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [1 lesson]

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [1 lesson]

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [4 lessons]

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. [1 lesson]

5.RL.IKI.7 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. [1 lesson]

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [2 lessons]

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [1 lesson]

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. [2 lessons]

5.SL.CC.1 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. [1 lesson]

5.SL.PKI.4 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. [5 lessons]

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [2 lessons]

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [3 lessons]

5.W.PDW.6 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. [3 lessons]

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [1 lesson]

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [2 lessons]

5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [1 lesson]

5.W.TTP.1.e Link opinion and reasons using words, phrases, and clauses. [1 lesson]

5.W.TTP.1.f Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 5.RI.IKI.7, 5.W.PDW.6, 5.W.RBPK.7 , 5.W.RBPK.8, 5.FL.VA.7a.i , 5.RI.CS.5, 5.FL.SC.6.j, 5.W.TTP.1.e, 5.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-299 ○ Discuss the features of an online article. ○ Listen and follow along as the teacher reads the article aloud. Take notes on Graphic Organizer 78. With a partner, paraphrase the main ideas using evidence to support their answer. ○ Write a summary of the article, stating the problems and solutions described in the text. ○ Compare what they learned about where ideas begin with what they have learned about where other ideas can begin in texts they have read in this unit. ○ Write about this question: <i>How do plants and animals use adaptations to survive?</i> ○ OR ○ Discuss the features of the play <i>It Couldn't Be Done</i>. Review the features of a play and discuss the specific features of a choral play.
Show What You Learned Reading / Writing Companion	Students will: T302-303 ○ Use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ○ Analyze how the use of text structure contributes to the author's purpose. ○ Analyze the author's use of print features to achieve specific purposes. ○ Understand credibility of primary and secondary sources.
Writing Process: Revise Reading / Writing Companion	Students will: T310-311 ○ Listen as the teacher reads aloud the paragraph on Reading/Writing Companion page 82 and then participate in a discussion about its order of ideas. ○ Respond to the questions and use their answers to revise their drafts. Read the Quick Tip on page 82 and add at least two transition words or phrases to their drafts.
Day 2	Instructional Plan
Student Learning Targets: 5.RI.IKI.7, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8 , 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.F.5.c, 5.RL.IKI.7, 5.RL.KID.1, 5.RL.KID.3, 5.RL.RRTC.10, 5.W.PDW.5, 5.RI.CS.5	
Reading Digitally OR Reader's Theater	Students will: T298-299 ○ Reread parts of the online article, paying attention to text structure and author's craft. Discuss these questions. What text structure did the author use to organize the information? For what purpose did the author add the rollover image of the butterfly? ○ Reread and answer this question: <i>According to the author, why is nature a great source of ideas for inventors and designers?</i> ○ Compare what they learned about where ideas begin with what they have learned about where other ideas can begin in texts they have read in this unit. ○ Write about this question: <i>How do plants and animals use adaptations to survive?</i> Make an outline of their main idea and facts to support it. ○ Independent Study: ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What animals have inspired people to invent new things?</i> Then have students choose a question to research. Help them narrow it.

	▪ Conduct Internet Research Review how to conduct an Internet search: Type in the URL for a search engine. Help students select strong key words, enter the key words, click Search, then click on a link on the results page to go to a site. ▪ Present Have groups conduct a round-table discussion on ideas from nature. OR ○ Listen and follow along as the teacher models how to read the play. ○ Practice their parts in the play. In pairs, echo read or chorally read their parts. ○ Think about why the author might have chosen to make the text a choral play. ○ Reread the play and discuss the following: How does “he” respond to those who say that something cannot be done? What does the text advise readers to do about “the thing that cannot be done”? Look at the images that appear with the text. What are examples of “things that cannot be done” that people have actually accomplished? What might be the theme, or overall message of the play?
Show What You Learned Reading / Writing Companion	Students will: T304-305 ○ Read “Solutions, Not Complaints” and answer text dependent questions.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-313 ○ Restate the routine for peer review. Brainstorm a list of rules for peer conferencing. Use sentence starters from Reading/Writing Companion on page 83. ○ Use the revising checklist on Reading/Writing Companion page 83. Implement suggestions. Look at the rubric on page 85 to help them with revision.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.F.5.c, 5.RL.IK.7, 5.RL.CS.6 , 5.W.RW.10, 5.FL.SC.6.j, 5.W.TTP.1.f, 5.W.PDW.5	
Reader’s Theater	Students will: T300-301 ○ Discuss any vocabulary words that they may not know. ○ Identify the differences between each group’s part and the parts everyone reads. ○ Note the progression of the plot in each group’s part. ○ Practice reading the different parts of the play. This will take place each day until they perform the play. ○ Discuss how the play would be different if a single actor performed each part, instead of a group of people reading together. Think about why the author might have chosen to make the text a choral play. ○ Identify examples of rhyme and repetition in the play.
Extend Your Learning	Students will: T306-307 ○ Identify the author’s purpose on Reading/Writing Companion page 92. ○ Use the newly acquired vocabulary in writing and speaking. ○ Read aloud the words they learned in Unit 1 and then review the end of “A Fresh Idea.” ○ In pairs, identify and discuss the rising action. Record responses on page 93. Analyze the remaining plot elements in <i>One Hen</i> by completing the chart.

Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-315 ○ Use the editing checklist on Reading/Writing Companion page 84. ○ Correct the sentence posted by using their newly gained knowledge of comma splice and run-on sentences. ○ With a partner, use the editing checklist to edit and proofread each other's drafts. Make suggestions to fix comma splices using two simple sentences or one compound sentence.
Day 4	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.W.PDW.6, 5.RL.KID.1, 5.RI.KID.2, 5.RI.CS.4	
Extend Your Learning	Students will: T308-309 ○ Learn key elements used to read a map. ○ Discuss how a map might have been an important tool to characters or people from one of the texts in this unit. ○ Read and discuss the activity on Reading/Writing Companion page 94. ○ Complete the activity by creating a print map that could be used when giving directions. Share with a partner. ○ Read and discuss the questions on Reading/Writing Companion page 95. ○ Identify particular interactive elements, such as rollovers, that help them define biomimicry and understand the problem and solution text structure. ○ Complete the questions on page 95.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 ○ For the final presentation of their opinion essays, students will participate in informal debates. They will be paired with students who have opposing opinions. Students should use their essays as the basis for a short debate in which each partner gets one minute to argue his or her point of view and then one minute to rebut. Listeners will fill out ballots to determine the winner of each matchup. Consult the presenting checklist before they face the class. ○ Use the rubric to assign a score to their own essays. Remind them that one part of their essay might earn a score of "4" but another might earn a "2". ○ Meet with a partner to talk about their self-evaluations and the reasons for scoring. ○ Answer the questions on page 85
Day 5	Instructional Plan
Student Learning Targets: 5.RI.IKI.9, 5.SL.CC.1, 5.SL.PKI.4, 5.W.PDW.6, 5.SL.PKI.5, 5.W.RBPK.8	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 ○ This will be a continuation from the previous day.
Track Your Progress	Students will: T318 ○ Review Reading/Writing Companion page 96 ○ Note key skills from the unit. ○ Use the rubric to evaluate their work over the course of the unit. ○ Explore and express personal connections to one of the texts they have read this unit. Record their connections on the page.

Make Connections	Students will: T319 ○ Work in small groups. Each group will compare the information that they have learned during the course of the unit in order to answer the Big Idea question, “Where can an idea begin?” ○ Discuss the big question using their notes over the unit. ○ A volunteer from each group will read their notes aloud. ○ Search online for articles and other resources related to the Big Idea. ○ In groups, reflect on their collaboration and acknowledge the contributions of one another.
Wrap Up the Unit	Students will: T319 ○ Perform the Reader’s Theater. ○ OR ○ Share their completed research projects from Genre Study 3. ○ Select a piece of writing from the unit and present.
Summative Assessment	Students will: T330-331 ○ Complete the summative assessment.

BCS Literacy Vision

Unit 2

Genre Study 1: Expository –Informational Text**Essential Question:** What do good problem solvers do?**Text Sets:****Read Aloud:** *The Haudenosaunee Confederacy***Shared Read:** “Creating a Nation”**Anchor Text:** *Who Wrote the U.S. Constitution?* & “Wordsmiths”**Genre Study 2: Folktale****Essential Question:** When has a plan helped you accomplish a task?**Text Sets:****Read Aloud:** “Lost Lake and the Golden Cup”**Shared Read:** “The Magical Lost Brocade”**Anchor Text:** *Blancaflor* & “From Tale to Table”**Culminating Task:** Choose one of the leaders discussed in *Who Wrote the U.S. Constitution?* and write an essay explaining how that person contributed to the creation of the U.S. Constitution. You will conduct research on your topic. Make sure you choose reliable sources such as encyclopedias, websites, and other electronic sources, interviews, books, and periodicals. You will develop a bibliography.**Genre Study 3: Poetry****Essential Question:** What motivates you to accomplish a goal?**Text Sets:****Read Aloud:** “How to Make a Friend”**Shared Read:** “A Simple Plan” & “Rescue”**Anchor Text:** “Stage Fright”, “Catching Quiet”, and “Foul Shot”**Culminating Task:** Choose one positive achievement and write a narrative poem to share what happened during that experience. You should include figurative language, concrete words, and imagery to tell what happened and express feelings about the experience.

Weeks 1-2



Unit 2 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do good problem solvers do?	☒ Cite relevant evidence from text ☒ Make inferences to support understanding ☒ Evaluate author's use of problem-and-solution text structure Reread to monitor and adjust comprehension Analyze the author's use of print features ☒ Identify and use text features	Vocabulary Acquisition: Acquire and use academic vocabulary committees convention debate proposal union resolve situation representatives Vocabulary Strategy: ☒ Use context clues to understand meaning Grammar: Explain the functions of nouns ☒ Use singular and plural nouns correctly
Text(s): Teach and Model Interactive Read Aloud: "The Haudenosaunee Confederacy" Shared Read: "Creating a Nation"	Writing Writing process: ☒ Plan and draft an expository essay Analytical writing: ☒ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Paraphrase portions of "The Haudenosaunee Confederacy" Present information about the U.S. Constitution
Practice and Apply Anchor Text: <i>Who Wrote the U.S. Constitution?</i> & "Wordsmiths" Leveled Readers A: The Bill of Rights O: The Bill of Rights ELL: The Bill of Rights B: The Bill of Rights Optional Classroom Library Trade Books <i>The Constitution of the United States</i> <i>If You Lived at the Time of the American Revolution</i>	Foundational Skills Phonics/Word Study: Decode words with variant vowel /ô/ Decode words with diphthongs /oi/, /ou/ Decode words using knowledge of plurals Spelling Words: Week 1 joint foul coil hoist stout dawdle mouthful counter brought bawl fountain sprawls douse clause sprouts cautious turmoil scrawny foundation turquoise Week 2 rattlers fangs countries liberties potatoes rodeos taxes reptiles surroundings beliefs difficulties batches abilities lashes identities losses possibilities notches zeroes eddies Fluency: Read fluently with accuracy, rate and expression	Research and Inquiry Evaluate primary and secondary sources Make a poster about the Constitution

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[4 lessons]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[26 lessons]**

5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[5 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[1 lesson]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[1 lesson]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[6 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[2 lessons]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[20 lessons]**

5.RI.IK1.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[8 lessons]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[3 lessons]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[3 lessons]**

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. **[26 lessons]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[3 lessons]**

5.SL.CC.1 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. **[1 lesson]**

5.W.PDW.6 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. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[3 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.SL.CC.1, 5.RI.KID.3 , 5.FL.VA.7a.i, 5.RL.KID.1, 5.RI.CS.5 , 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: What do good problem solvers do? ○ Review student learning goals. ○ Discuss the illustration. ○ Answer the questions: <i>What did George Washington and his committee debate? Whose proposal helped solve the problem?</i> ○ In small groups, discuss how Washington and his committee solved their problem. ○ Complete the blast assignment "Meet Me in the Middle".
Listening Comprehension Interactive Read Aloud	Students will: T22-23 ○ Discuss the features on an expository text. ○ Create an anchor chart that includes the features of an expository text. ○ Review common text structures in expository texts ie. Cause and effect, compare and contrast, problem and solution ○ Preview the comprehension strategy "Reread". ○ Paraphrase "The Haudenosaunee Confederacy" by restating important information in order.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 ○ Think about what they already know about early American history. ○ Identify the problem and solution in the text. ○ Practice using the "Reread" strategy. ○ In pairs, summarize the selection orally using their notes. Then record their summary in their writer's notebook.
Vocabulary Reading / Writing Companion	Students will: T28-29 ○ With a partner, determine the meanings of <i>Parliament</i> on page 101 and <i>retreated</i> on page 102 by finding context clues. Circle the clues and discuss how the clues help them determine meanings.
Grammar Practice Book	Students will: T58 ○ Discuss common, proper, and collective nouns. ○ Complete page 61 in the Practice Book. ○ Practice using the activity The Name Game: Have small groups sit in a circle. Give each group a general topic (e.g., <i>nature</i>, <i>hobbies</i>, <i>music</i>). Have each student in the group name a common noun, a proper noun, and a collective noun related to the topic. Go around several times.
Spelling Practice Book	Students will: T62 ○ Assess prior knowledge- variant vowel /ô/ sound ○ Practice using the activity Open Sort: Have students cut apart the Spelling Word Cards available online and initial the back of each card. Have them read the words aloud with partners. Then have partners do an open sort. Have them record their sorts in their writer's notebook.

Day 2	Instructional Plan
Student Learning Target: 5.RL.KID.1, 5.RI.KID.3, 5.RI.CS.5, 5.FL.WC.4.b, 5.FL.PWR.3.a, 5.W.PDW.6, 5.W.RBPK.8	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T30-35 ○ Add additional points about the strategy to the “Reread” anchor chart. ○ Reread the third paragraph under “Revolution Begins” on page 102 to find out how colonists responded to the British troops. Ask and answer questions to recall what the colonists did. Reread page 102 to verify answers. Discuss other sections of “Creating a Nation” that they might have questions about or want to reread. ○ Use text features on pages 102-103 of “Creating a Nation”. Look closely at headings and timelines. ○ Locate the first year on the timeline in which more than one event occurred. Partners should identify which important event happened the following year and discuss how it is connected to the events that happened earlier. Have pairs discuss why timelines are useful and then share their work with the class. Independent Practice Have students read the online Differentiated Genre Passage, “Secret Help From Spain.” ○ Focus on the Problem/Solution text structure. Create an anchor chart. Discuss signal words and phrases that indicate a problem/solution structure. ○ Work in pairs to list other problems and solutions they identify in “Creating a Nation.” Lookout for signal words and phrases that indicate a problem-and-solution structure. Discuss each problem and solution as students complete the organizers. ○ Summarize how the colonists solved another problem they faced. ○ Analyze the techniques the author used in parts of “Creating a Nation”
Respond to Reading Reading / Writing Companion	Students will: T38-39 ○ Discuss the prompt: <i>How does the author help you see how the relationship between the British and the colonists changed?</i> Ask: <i>What is the prompt asking</i> ○ While analyzing the text, look for dates and signal words. ○ Answer the question: <i>How does the response of the colonists to the British help you figure out how the relationship between Britain and America changed?</i>
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 ○ Discuss examples of primary and secondary sources. Brainstorm and record examples on a T-chart. Discuss the advantages and disadvantages of primary sources. ○ Create a poster or multimodal slideshow about the steps that led to the creation of the U.S. Constitution.
Grammar Practice Book	Students will: T58 ○ Explain the difference between common, proper, and collective nouns. ○ Learn about concrete and abstract nouns See Practice Book page 62. ○ Participate in the activity Noun Pairs 1: Partners come up with pairs of common and proper nouns, such as <i>girl/Marie</i>, <i>school/Park Elementary</i>, <i>city/Boston</i>. Have partners trade words and form sentences with each pair. For example: <i>Boston is a large city</i>.
Phonics	Students will: T40-41 ○ Underline the letter or letters that spell the vowel sound. Then have students read the words chorally. ○ Sort the words by their variant vowel and diphthong sounds: /ô/, /oi/, and /ou/ and record answers.

Day 3	Instructional Plan
Student Learning Target: 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.VA.7a.i , 5.FL.VA.7a.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-43Q - Record the problems the delegates faced and their solutions. Note words they don't understand and questions they have. - Add words to their vocabulary log. - Respond to questions while reading.
Grammar Minilesson Practice Book	Students will: T59 - Review capitalizing proper nouns. - Participate in the activity Noun Pairs 2: list pairs of related concrete and abstract nouns, such as <i>school/education</i>, <i>heart/love</i>, <i>painting/beauty</i>. Have groups trade words and form sentences with each pair. Supply a list of abstract words to help students if needed.
Expand Vocabulary Practice Book	Students will: T67 Review previous vocabulary and orally complete sentences.
Day 4	Instructional Plan
Student Learning Target: 5.RI.KID.1, 5.RI.KID.3, 5.W.RBPK.9, 5.FL.WC.4.a, 5.RI.KID.2	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-Q - Continue to read the anchor text and respond to questions in the text. - Use context clues to determine the meaning of unknown words and phrases. - Read the biography of the author Candice Ransom. Answer the following: <i>How do you think Candice Ransom feels about her home state of Virginia? Why do you think that? If Candice Ransom were to visit your school, what would you ask her about writing books for young people? What questions about the selection would you ask her? How do you feel about your home state? What do you like about it?</i> - Use their problem and solution chart to summarize the text.
Grammar Practice Book	Students will: T59 - Identify and correct errors in the story: <i>Uncle Mike and Aunt Mary are taking my friend, T.J., and me to a movie at the Grand Theater. The movie is about the Lewis and Clark expedition. Their team of pioneers inspire me.</i> - Find a piece of their own writing in their writer's notebook and correct capitalization errors. For additional practice, write a paragraph about an organization. Check their work to make sure that any organizations, abbreviations, initials, and acronyms they included use proper punctuation and capitalization. - See Practice Book page 64. - Participate in the activity Twenty Questions: Partner A thinks of a noun. Partner B asks up to 20 questions to guess what the noun is.
Spelling Practice Book	Students will: T63 - Circle and correct each misspelled word. Use a print or a digital dictionary to check and correct their spellings. - With a partner, do a Blind sort: one reads a Spelling Word Card; the other tells under which key word it belongs. Explain how they sorted the words. Then use their word cards to play Go Fish, using this week's spelling patterns as the "fish."

Day 5	Instructional Plan
Student Learning Target: 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-Q ○ Reread page 98. Answer the question: <i>Why does the author discuss Daniel Shays's past? Cite evidence from the text in their answer.</i> ○ Determine why the author uses headings to help you understand the text? ○ Reread the fourth paragraph on page 102. Answer the question: <i>What effect does the idiom chewed over create?</i> ○ Reread page 103. Answer the question: <i>How does the sidebar give more insight into the role James Madison played in the Virginia Plan?</i> ○ Reread page 104. Answer the question: <i>How does the author build suspense in "The Great Compromise"?</i> ○ Reread the first paragraph on page 106. Answer the question: <i>Why does the author point out that the delegates wanted to be careful about how future presidents were elected?</i> ○ Reread page 110. Answer the question: <i>How does the author use an anecdote to help you understand how Benjamin Franklin's outlook changes?</i>
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 ○ Add features of an expository text to the anchor chart. ○ Analyze an expert model looking at author's craft.
Spelling Practice Book	Students will: T63 ○ Take the spelling post test
Grammar Practice Book	Students will: T59 ○ Complete the Daily Language Activity and Practice book page 65.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[1 lesson\]](#)

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[1 lesson\]](#)

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [\[6 lessons\]](#)

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [\[1 lesson\]](#)

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [\[13 lessons\]](#)

5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [\[5 lessons\]](#)

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. [\[2 lessons\]](#)

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. [\[2 lessons\]](#)

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [\[4 lessons\]](#)

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. [\[5 lessons\]](#)

5.FL.WC.4.b Write legibly in manuscript and cursive. [\[4 lessons\]](#)

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [\[5 lessons\]](#)

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [\[1 lesson\]](#)

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [\[5 lessons\]](#)

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[5 lessons\]](#)

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [\[2 lessons\]](#)

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. [\[12 lessons\]](#)

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [\[1 lesson\]](#)

5.W.PDW.6 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. [\[1 lesson\]](#)

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [\[2 lessons\]](#)

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [\[1 lesson\]](#)

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. [\[5 lessons\]](#)

5.W.TTP.2.d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [\[1 lesson\]](#)

Day 6	Instructional Plan
Student Learning Targets: 5.RI.KID.1, 5.RI.KID.3, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RI.CS.5 , 5.FL.WC.4.b	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-Q ○ Reread the text to identify text features that will aid in their writing.
Respond to Reading Reading / Writing Companion	Students will: T44-45 ○ Read and analyze the prompt: <i>How does the author help you understand that the decisions the delegates made affected not only them but all Americans?</i> ○ Look at Literature Anthology page 97, the introduction to <i>Who Wrote the U.S. Constitution?</i> Answer: <i>What kind of background information does the inset give?</i> ○ Focus on two or three ways the delegates worked together. They should put events in order to show the delegates step by step process that was done to write the U.S. Constitution. Their central idea should be supported with key details found in text features as well as the author's word choice and use of suspense.
Writing Process: Plan Reading / Writing Companion	Students will: T52-53 ○ Using <i>Who Wrote the U.S. Constitution?</i>, have partners or small groups brainstorm a list of people who helped create the Constitution. ○ Choose one of the leaders discussed and write an essay on that person. Their topic will be how that person contributed to the development of the U.S. Constitution. Record the person they chose on page 123. ○ Make a plan and gather the information they will need to write. use online Main Idea and Detail Graphic Organizer 120 to plan their writing.
Grammar Practice Book	Students will: T60 ○ Work on singular and plural nouns.
Spelling Practice Book	Students will: T64 ○ Take the spelling pretest.
Day 7	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8, 5.RL.KID.2	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T 45A-D ○ Read "Wordsmiths" ○ Compare "Wordsmiths" to <i>Who Wrote the U.S. Constitution?</i> ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 ○ Evaluate sources. ○ Learn how to cite sources. ○ Choose their sources. Record relevant information and write a bibliographical citation for their sources.

Grammar Practice Book	Students will: T60 - Review singular and plural nouns. - Add -es to form the plural of singular nouns that end in <i>s, sh, ch, or x</i>: <i>grass, grasses; dish, dishes; branch, branches; box, boxes</i>. For nouns ending in a consonant and the letter <i>y</i>, change the <i>y</i> to <i>i</i> and add -es: <i>sky, skies</i>. For nouns ending in a vowel and <i>y</i>, add -s: <i>key, keys; birthday, birthdays</i>. - See Practice Book page 74. - Participate in the activity Pick the Plural: On index cards, write one singular noun and two plural forms of the same noun, one correct and one incorrect. Have partners identify the correct plural. Have each student write a sentence using the correct plural noun.
Expand Vocabulary Practice Book	Students will: T66 Use a dictionary to find the meaning, guide words, entry words, pronunciation, syllabication of the word <i>present</i>.

Day 8	Instructional Plan
Student Learning Targets: 5.RI.IK1.7, 5.FL.PWR.3.a, 5.FL.F.5.c, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.d , 5.FL.VA.7a.i , 5.FL.VA.7a.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-D - Analyze the author's purpose. - Discuss how including primary sources can support a writer's ideas and statements. - Summarize the text.
Phonics Practice Book	Students will: T48-49 Work on -s, -es, y changed to i+es rules
Author's Craft Reading / Writing Companion	Students will: T46-47 - Read the excerpt from Terry's obituary. Discuss the ways in which the obituary both mourns and celebrates Terry's life, as well as how it helps develop the author convey a respectful tone and point of view. As a group, discuss how the obituary adds to the author's credibility. - Identify ways in which the excerpt from Washington's letter to Wheatley and the photograph of the sculpture support the main text and add credibility to the author's writing. - With a partner, identify any additional important details in the print and graphic features and discuss how they support the main text before sharing their ideas with the class. - Enter their responses on Reading/Writing Companion page 119.
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 - Discuss how writers use supporting details to explain the topic of their essay. - Reread the paragraph from "Creating a Nation" on page 125 of the Reading/Writing Companion. Identify the main idea and supporting details in the selection. - Use the paragraph as a model for their own paragraph. They should begin with a date, the name of the person they will be writing about, and a detail that identifies the person.

Grammar Practice Book	Students will: T61 ○ Use the online review for forming plural nouns. ○ Write two sentences using plural nouns. Partners read their sentences aloud. The listening partner repeats the sentence replacing any plural noun with other plural nouns that makes sense in the context.
Expand Vocabulary Practice Book	Students will: T67 ○ Read the passage “Secret Help from Spain” ○ In pairs, use context clues to determine the meaning of unknown words and phrases.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.RI.IKI.9, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.d	
Fluency Practice Book	Students will: T49 ○ Practice fluency using the online Differentiated Genre Passage, “Secret Help From Spain.”
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 ○ Continue drafting their essay.
Make Connections Reading / Writing Companion	Students will: T68 ○ Use the online Four Door Foldable with headings <i>Who Wrote the U.S. Constitution?</i>, “Wordsmiths,” “Photo of Liberty Bell,” and “Meet Me in the Middle.” ○ In their groups, complete the activities on Reading/Writing Companion page 120 and discuss how the photograph, the blast, and the selections they have just read relate to problem solving. ○ See the connections between the photograph of the Liberty Bell on Reading/Writing Companion page 120 and the texts. ○ Respond to the writing prompt at the bottom of the page.
Grammar Practice Book	Students will: T61 ○ Correct errors in the story: <i>Four baseballs landed in the bushes. My brother’s pitches were high and wide. He needs lessones, I thought, as I crawled through the branches to retrieve his tossies. Maybe he needs some new hobbies.</i> ○ Take turns choosing a word, spelling its plural, and forming a sentence with it.
Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.5, 5.W.RBPK.7, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.d	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 ○ In pairs, identify the main ideas in each other’s drafts, and discuss how the details in each one support the main ideas.
Grammar	Students will: T61 ○ Use the Daily Language Activity and Practice Book page 77 for assessment.

Spelling Practice Book	Students will: T65 ○ Take the spelling post test.
Research and Inquiry Reading / Writing Companion	Students will: T69 ○ Present their work.
Progress Monitoring	Students will: T104-105 ○ Complete the online assessment.