

**Savvas MyView Fifth Grade Pacing Guide**

**UNITS 1 & 2 - TRIMESTER 1 - 60 Days**

**UNIT 1: JOURNEYS  
UNIT 2: OBSERVATIONS**

**Unit 1 Genre: Informational Text  
Unit 2 Genre: Informational Text**

**Unit 1 Theme: Social Studies: Exploration (Geography) Journeys  
Unit 2 Theme: Science: Patterns (Life Science) Observations**

**TRIMESTER 1 Novel: *Bud, Not Buddy* by Christopher Paul Curtis**

**Book Club: *Journeys in Time: A New Atlas of American History*  
by Elspeth Leacock and Susan Buckley  
AND  
*The Tarantula Scientist* by Sy Montgomery**

**Unit Essential Questions:**

**Unit 1: How do journeys change us?  
Unit 2: How do we learn through our observations?**

**READING WORKSHOP**

**READING-WRITING WORKSHOP BRIDGE**

**WRITING WORKSHOP**

Week	Essential Question	Anchor Text	Close Read Target Skill	Academic Vocabulary	Word Study Spelling	Language and Convention	Read Like a Writer	Weekly Focus	Skills
							Write for a Reader		
<b>1: (U1W1)</b>	What motivates people to leave a place they call home? <b>Text:</b> Infographic	<b>Informational Texts</b> * <i>"The Path to Paper Son"</i> by Grant Din * <i>"Louie Share Kim, Paper Son"</i> by Barbara D. Krasner	*Use Text Evidence *Analyze Main Idea and Details *Domain-Specific Words *Talk About It: Opinion	Related Words	*Learn and Spell *Suffixes -ic, -ism, -ive	Simple Sentences	*Explain Text Structure *Choose Text Structure	Introduce & Immerse	*Analyze Personal Narrative *Know the Narrator *Analyze Setting & Sequence of Events *Brainstorm a Topic *Plan Your Personal Narrative
<b>2: (U1W2)</b>	What can scientists discover by traveling to distant places? <b>Text:</b> Infographic	<b>Informational Text</b> <i>Life on Earth and Beyond</i> by Pamela S. Turner	*Analyze Text Features *Make Inferences *Words that Relate to Scientific Concepts *Write to Sources: Response to Informational Text	Synonyms and Antonyms	*Learn and Spell *Greek Roots: <i>chron, meter, photo, bio, geo, logy</i>	Independent and Dependent Clauses	*Analyze Text Features *Use Text Features	Develop Elements	*Develop an Engaging Idea *Develop Specific Details *Develop Sensory Details *Develop POV *Compose with Dialogue
<b>3: (AW)</b>	What is Argumentative Writing and what is its purpose? <b>Text:</b> Novel	<b>Historical Fiction</b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis	*Main Idea and Details *Making Inferences *Word Choice	*Related Words *Synonyms *Antonyms	*Roots *Prefixes *Affixes *Suffixes	*Simple Sentences *Independent and Dependent Clauses	*Choose and Explain Text Structure *Analyze and Use Text Features	*Writing Process: Prewriting Strategies *Paragraph Writing: Introduction *RACE strategy: Restate	*Write a Thesis *Introduce Topic Clearly *State Opinion *Create organizational Structure *Group Ideas Logically *Restating
<b>4: (U1W3)</b>	What can people learn from visiting unknown lands? <b>Text:</b> Map	<b>Historical Fiction</b> <i>Pedro's Journal</i> by Pam Conrad	*Understand Point of View *Multiple Meaning Words *Use Text Evidence *Voice *Write to Sources: Opinion	Context Clues	Learn and Spell words with Vowel Teams	Compound and Complex Sentences (use of commas)	*Analyze Precise Language *Create a Voice	Develop Structure	*Develop Introduction *Develop Event Sequence *Draft with Transitions *Revise to Include Important Events *Develop Conclusion

<b>5: (U1W4)</b>	What inspires people to start a journey? <b>Text:</b> Poem	<b>Poetry</b> <i>Poetry Collections</i> by Kristine O'Connell George; Drew Lamm and James Hildreth; Karen O'Donnell; and Marilyn Singer	*Literary Language *Explain Sound Devices *Figurative Language *Visualize *Write to Sources *Response to Literature	Figurative Language (Idioms)	*Syllable Patterns V/VC and VC/V *Spell words with Suffixes <i>-able, -ible</i>	Common, Proper, and Collective Nouns	*Analyze Purpose and Message *Use Imagery	Writer's Craft	*Use Adjectives *Edit for Adverbs *Edit for Indefinite *Pronouns *Revise by Adding and *Deleting Ideas for Clarity
<b>6: (IW-LAT)</b>	What is Explanatory Writing and what is its purpose? <b>Text:</b> Novel and Paired Texts	* <b>Historical Fiction</b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis Chapter 9  * <b>Poem</b> "Dreams" by Langston Hughes  * <b>Realistic Fiction</b> "Sometimes a Dream Needs a Push" by Walter Dean Myers	*Point of View *Word Choice	Figurative Language	*Syllable Patterns *Vowel Teams	*Compound and Complex Sentences (use of commas) *Common, Proper, and Collective Nouns	*Analyze Precise Language *Create a Voice *Analyze Purpose and Message *Use Imagery	*Writing Process: Drafting Strategies *Paragraph Writing: Introductions and Body Paragraphs *RACE Strategy: Answer *Story Elements: Character	*Brainstorm and Organize Information *Writing Body Paragraphs *Main Ideas and Details *Use Transition Words/Phrases *Include important events *Figurative Language *Character Development
<b>7: (U1W5)</b>	How can new places change the way a person sees the world? <b>Text:</b> Media	<b>Informational Text</b> <i>Picturesque Journeys</i> by Yanitzia Canetti	*Domain-Specific Words *Analyze Text Structure *Confirm or Correct Predictions *Talk About It: Opinion	Parts of Speech	*Silent Letters *Spell Words with VCe Syllables	Regular and Irregular Plural Nouns	*Analyze Literary Devices *Use Figurative Language	Publish, Celebrate, Assess	*Revise by Rearranging and Combining Ideas *Edit for Subject-Verb Agreement *Publish and Celebrate *Prepare for Assessment *Assessment
<b>8: (U2W1)</b>	Why do scientists explore and study oceans? <b>Text:</b> Infographic	<b>Informational Text</b> <i>Far From Shore</i> by Sophie Webb	*Domain-Specific Vocabulary *Explain Author's Purpose *Evaluate Details *Talk About It	Related Words	Learn and Spell Words With Open and Closed Syllables	Subject-Verb Agreement	*Analyze Graphic Features *Use Graphic Features	Introduce and Immerse	*Analyze Informational Article *Analyze Lead Paragraph *Identify Details and Photographs *Set a Purpose *Plan Your Informational Article
<b>9: (IW-RST)</b>	What is Informative Writing and what is its purpose? <b>Text:</b> Novel and Paired Texts	* <b>Historical Fiction</b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis  * <b>Informational Text</b> "Sharing a Dream" by Jim Haskins  * <b>Informational Text</b> "Dr. Martin Luther King Jr., Changing America" by Barbara Radner	*Text Structure *Domain-Specific Words *Author's Purpose	Related Words	Silent Letters Open and Closed Syllables	*Regular and Irregular Plural Nouns *Subject-Verb Agreement	*Analyze Literary Devices *Use Figurative Language *Analyze Graphic Features *Use Graphic Features	*Writing Process: Revision Strategies *Paragraph Writing: Body Paragraphs *Annotation *RACE Strategy: Cite Evidence	*Writing Body Paragraphs *Set a purpose *Annotate and Citations *Use Details and Evidence *Paragraph Writing *Revision

<b>10:</b> <b>(U2W2)</b>	What can people do to protect species from a changing environment? <b>Text:</b> Map	<b>Informational Text</b> <i>A Place for Frogs</i> by Melissa Stewart	*Words That Relate to Key Ideas in the Text *Analyze Text Structure *Monitor Comprehension *Write to Sources	Synonyms and Antonyms	Learn and Spell Words with Final Stable Syllables -le, -tion, -sion	Principal Parts of Regular Verbs	*Analyze Author's Purpose *Develop Author's Purpose	Develop Elements	*Develop an Engaging Idea Draft with Specific Facts and Concrete Details *Develop with Definitions and Quotations *Develop With Other Information and Examples *Develop With Visuals and Multimedia
<b>11:</b> <b>(U2W3)</b>	How can careful observation help a person survive? <b>Text:</b> Narrative poem	<b>Realistic Fiction</b> <i>Hatchet</i> by Gary Paulsen	*Words That Relate to Feelings or Actions *Analyze Point of View *Generate Questions *Write to Sources	Context Clues	r-Controlled Vowels	Principal Parts of Irregular Verbs	*Analyze Voice *Develop Voice	Develop Structure	*Develop and Compose an Introduction *Develop with Related Information *Develop with Transitions *Use Formatting *Develop and Compose a Conclusion
<b>12:</b> <b>(NWT)</b>	What is Narrative Writing and what is its purpose? <b>Text:</b> Novel and Paired Text	* <b>Historical Fiction</b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis  * <b>Historical Fiction</b> "Wishing for Christmas" by Kirsti Harris	Analyze Point of View	Synonyms and Antonyms	Syllables Vowels	*Principal Parts of Regular Verbs *Principal Parts of Irregular Verbs	*Analyze Author's Purpose *Develop Author's Purpose *Analyze Voice *Develop Voice	*Writing Process: Editing Strategies *Paragraph Writing: Conclusions *RACE Strategy: Explain *Story Elements: Plot *Grammar	*Develop Plot *Use of dialogue *Transition Words/Phrases *Editing *Writing Conclusions *Editing for Grammar

<b>WRITING</b>		<b>WEEK 3</b>	<b>WEEK 6</b>	<b>WEEK 9</b>	<b>WEEK 12</b>
<b>Novel:</b>	<b>Historical Fiction</b> <i>Bud Not Buddy</i> by Christopher Paul Curtis	<b>Argumentative Writing (AW) - Opinion Prompt (Opinion):</b>  Write an opinion piece supporting which character you think was most influential to Bud in the novel. <b>Use evidence from the text to support your claim.</b>	<b>Informative/Explanatory Writing (IW) - Literary Analysis Task (LAT):</b>  In each of the texts you read, a passage from <i>Bud, Not Buddy</i> , "Dreams," and "Sometimes a Dream Needs a Push," the characters and narrators emphasize the importance of having hope. Write an essay comparing how the stories' characters and the poem's narrator feel about the significance of keeping hope alive. <b>Use evidence from each of the three texts</b> in your response.	<b>Informative/Explanatory Writing (IW) - Research Simulation Task (RST):</b>  In Chapter 8, Bud wonders why a family at the Hooverville has separated themselves from the others, despite being sick, cold, and hungry. He finds out that, despite everyone in the Hooverville being homeless and poor, these people stay away from the others because they are white and "ain't in need of a handout". About 20 years after this story is set in history, the Civil Rights Movement began advocating for African Americans' equality and ending segregation. Write an essay explaining how Dr. Martin Luther King Jr. was a critical player in the Civil Rights Movement. Use <b>information from both sources</b> to write your response.	<b>Narrative Writing (NW) - Narrative Writing Prompt (NWT):</b>  In Kirsti Harris' text, "Wishing for Christmas," Shirley is extremely distressed when she finds out that her family will not celebrate Christmas due to the financial strain placed on her family by the Great Depression. <b>Retell the passage</b> from Shirley's father's <b>point of view</b> . <b>Use details and events from the text</b> to construct your narrative response.
<b>Additional Texts:</b>		* <b>Historical Fiction</b> Bud, Not Buddy by Christopher Paul Curtis	* <b>Historical Fiction</b> Bud, Not Buddy by Christopher Paul Curtis Chapter 9  * <b>Poem</b> "Dreams" by Langston Hughes  * <b>Realistic Fiction</b> "Sometimes a Dream Needs a Push" by Walter Dean Myers	* <b>Informational Text</b> "Sharing a Dream" by Jim Haskins  * <b>Informational Text</b> "Dr. Martin Luther King Jr., Changing America" by Barbara Radner	<b>Historical Fiction</b> "Wishing for Christmas" by Kirsti Harris

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**UNITS 2 & 3 - TRIMESTER 2 - 60 Days**

**UNIT 2: OBSERVATIONS**

**UNIT 3: REFLECTIONS**

**Unit 2 Genre: Informational Text**

**Unit 3 Genre: Realistic Fiction**

**Unit 2 Theme:** Science: Patterns (Life Science) Observations  
**Unit 3 Theme:** Humanities: Expressions (Art & Literature) Reflections

**TRIMESTER 2 Novel:** *Esperanza Rising* by Pam Munoz Ryan

**Book Club:** *The Tarantula Scientist* by Sy Montgomery  
 AND  
*The Thing About Georgie* by Lisa Graff

**Unit Essential Questions:**

**UNIT 2:** How do we learn through our observations?

**UNIT 3:** How do the experiences of others reflect our own?

**READING WORKSHOP**

**READING-WRITING WORKSHOP BRIDGE**

**WRITING WORKSHOP**

Week	Essential Question	Anchor Text	Close Read Target Skill	Academic Vocabulary	Word Study Spelling	Language and Convention	Read Like a Writer	Weekly Focus	Skills
							Write for a Reader		
<b>1:</b> <b>(U2W4)</b>	What can we learn from studying animals in their natural habitat? <b>Text:</b> Primary Source	<b>Informational Text</b> <i>Tracking Monsters</i> by Mary Kay Carson	*Domain-Specific Words *Explain Ideas in Texts *Confirm and Correct Predictions *Write to Sources	Analogy	Learn and Spell Words with Prefixes il-, in-, im-, ir-	Perfect Verb Tenses	*Analyze Author's Message *Develop Author's Message	Writer's Craft	*Use Precise Language *Use Correct Verb Tense *Edit for Adverbs *Edit Simple and Compound Sentences *Edit Prepositional and Phrases
<b>2:</b> <b>(U2W5)</b>	What are some different ways in which people can observe and protect wildlife? <b>Text:</b> Media (video)	<b>Argumentative Texts</b> * <i>Let Wild Animals Be Wild</i> by David Bowles  * <i>Don't Release Animals Back to the Wild</i> by Rene Saldana, Jr.	*Precise Words *Analyze Argumentative Texts *Synthesize Information Talk About It	Parts of Speech	Learn and Spell Base Words with Endings	Active Voice	*Analyze First-Person POV *Use First-Person POV	Publish, Celebrate, Assess	*Edit for Punctuation Marks *Edit for Capitalization *Publish and Celebrate *Prepare for Assessment *Assessment
<b>3:</b> <b>(AW)</b>	How can people support their opinions? <b>Text:</b> Novel	<b>Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan	*Domain-Specific Words *Write to Sources *Analyze Argumentative Texts *Synthesize Information	*Parts of Speech *Related Words	*Prefixes *Affixes *Suffixes	*Perfect Verb Tense *Active Voice	*Analyze Author's Message *Develop Author's Message *Analyze First-Person POV *Use First-Person POV	*Writing Process: Prewriting Strategies *Paragraph Writing: Introductions and Organization *RACE Strategy: Restate and Support with Evidence *Story Elements: Theme	*Prewriting/Brainstorming Strategies *Writing Introductions/Thesis Statements *Restate Prompt *Provide Logically Ordered Reasons *Organize Paragraphs *Support with Facts and Details from Text *Quote Directly from Text *Determine and Support Theme
<b>4:</b> <b>(U3W1)</b>	What can we learn from the experiences of older generations? <b>Text:</b> Poem	<b>Realistic Fiction</b> <i>Love, Amalia</i> by Alma Flor Ada and Gabriel M. Zubizarreta	*Shades of Meaning *Analyze Characters *Make Connections *Talk About It	Related Words	Learn and Spell Words with Latin Roots: <i>port, dict, ject, terr</i>	Prepositions and Prepositional Phrases	*Analyze Imagery *Use Imagery	Introduce and Immerse	*Organize an Opinion Essay *Analyze a Point of View *Analyze Reasons and Information *Brainstorm a Topic and Opinion *Plan Your Opinion Essay

<b>5: (U3W2)</b>	What are some different ways in which people can reach a goal? <b>Text:</b> Infographic	<b>Realistic Fiction</b> <i>A Pet for Calvin</i> by Barbara Robinson	*Descriptive Language *Analyze Plot Elements *Summarize Elements *Write to Sources	Synonyms and Antonyms	Learn and Spell words with Suffixes: <i>-ize, -ance, -ence, -ist</i>	Pronouns and Antecedents	*Analyze Hyperbole and Puns *Use Hyperbole and Puns	Develop Elements	*Develop an Opinion *Develop reasons *Develop Facts and Details *Include Graphic Features *Use Technology to Produce Writing
<b>6: (IW-LAT)</b>	How can a theme be compared across various texts? <b>Text:</b> Novel	<b>Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan  *Chapters 2, 10, & 13	*Analyzing Characters *Make Connections *Descriptive Language *Analyze Plot Elements *Write to Sources	*Related Words *Synonyms and Antonyms	*Roots *Prefixes *Affixes *Suffixes	*Prepositions and Prepositional Phrases *Pronouns and Antecedents	*Analyze Imagery *Use Imagery *Analyze Hyperbole and Puns *Use Hyperbole and Puns	*Writing Process: Drafting Strategies *Paragraph Writing: Body Paragraphs *RACE Strategy: Answer *Text Structure: Compare and Contrast *Story Elements: Theme	*Using Graphic Organizers to Develop Body Paragraphs *Answering a Prompt *Body Paragraphs *Gather Information *Develop Information *Link Ideas (within and between paragraphs) *Types of Text Structures *Determining and Supporting Theme *Transitional Words/Phrases
<b>7: (U3W3)</b>	How are the experiences of people in ancient times similar to those of people in the modern world? <b>Text:</b> Infographic	<b>Drama and Legend</b> <i>The Carp</i> by Marie Yuen  <i>The Hermit Thrush</i> by Dana Crum	*Precise Words *Explain Literary Structure *Synthesize Information *Write to Sources	Context Clues	Spell and Learn words with Unusual Spellings	Possessive Pronouns	*Analyze Stereotypes and Anecdotes *Avoid Stereotypes and Anecdotes	Develop Structure	*Develop an Introduction and Conclusion *Develop Reasons and Supporting Information *Compose with Transitions Words, Phrases, and Clauses *Use Formatting *Use Technology to Interact and Collaborate
<b>8: (U3W4)</b>	What can our families teach us about ourselves? <b>Text:</b> Riddle/Poem	<b>Poetry</b> <i>Poetry Collection</i> by Davida Adedjouma and Malathi Michelle Iyengar	*Descriptive Words *Explain Figurative Language *Visualize *Write to Sources	Figurative Language	Learn and Spell Words with Suffixes: <i>-ous, -eous, -ious</i>	Indefinite and Reflexive Pronouns	*Analyze Mood *Establish Mood	Writer's Craft	*Edit for Capitalization *Punctuate Titles *Revise by Rearranging Ideas for Clarity *Revise by Combining Ideas for Clarity *Participate in Peer Editing
<b>9: (NWT)</b>	How can writers use text to help them continue a story? <b>Text:</b> Novel	<b>Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan  *Chapter 14	*Precise Words *Literary Structure *Synthesize Information *Figurative Language *Visualize *Write to Sources	*Context Clues *Figurative Language	*Prefixes *Affixes *Suffixes	*Possessive Pronouns *Indefinite and Reflexive Pronouns	*Analyze Stereotypes and Anecdotes *Avoid Stereotypes and Anecdotes *Analyze Mood *Establish Mood	*Writing Process: Revision Strategies *Paragraph Writing: Body and Conclusion Paragraphs *RACE Strategy: Explain *Story Elements: Plot, Setting, Character, Theme, Mood, Dialogue	*Writing Body Paragraphs *Writing Conclusions *How Plot, Setting, Character, Theme, and Mood Contribute to a Story *Use Dialogue and Description to Develop Events and Characters *Use Evidence From the Text *Explain Evidence *Revision Strategies
<b>10: (U3W5)</b>	How does art reflect people's experiences? <b>Text:</b> Media (Video)	<b>Realistic Fiction</b> <i>"Life &amp; Art"</i> from <i>The Wright 3</i> by Blue Balliett	*Precise Words that Connect Theme *Infer Multiple themes *Confirm and Correct *Predictions *Talk About It	Parts of Speech	Learn and Spell Words with Syllable Patterns	Adverbs	*Analyze Effect of Point of View *Use a Point of View	Publish, Celebrate, Assess	*Incorporate Peer and Teacher Suggestions *Publish a Final Draft *Publish and Celebrate *Prepare for Assessment *Assessment
<b>11: (U4W1)</b>	Why should people work together to help others achieve freedom? <b>Text:</b> Infographic	<b>Historical Fiction</b> <i>"Keeping Mr. John Holton Alive"</i> from <i>Elijah of Buxton</i> by Christopher Paul Curtis	*Words that Describe *Character Traits and Actions *Analyze Characters *Evaluate details *Talk About It: Opinion	Related Words	Learn and Spell Word with <i>pro-, com-, con-</i>	Adjectives	*Analyze Dialect *Use Dialect	Introduce and Immerse	*Organize a Science Fiction Story *Analyze Characters and Setting *Analyze Plot *Set a Purpose *Plan Your Science Fiction Story

<b>12:</b> <b>(IW-RST)</b>	How do writers use informational texts to respond to a question? <b>Text:</b> Novel and Paired Texts	<p><b>*Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan</p> <p><b>*Biography</b> "Dolores Huerta, Leader and Activist" by Diane L. Brooks</p> <p><b>*Informational Text</b> "Workers' Rights and the History of Labor Unions" by Jessica McBirney</p>	<p>*Precise words</p> <p>*Domain-Specific Words</p> <p>*Synthesize Information</p> <p>*Write to Sources</p>	<p>*Parts of Speech</p> <p>*Related Words</p>	<p>*Word and Syllable Patterns</p> <p>*Prefixes</p> <p>*Affixes</p> <p>*Suffixes</p>	<p>*Adverbs</p> <p>*Adjectives</p>	<p>*Analyze Effect of Point of View</p> <p>*Use a Point of View</p> <p>*Analyze Dialect</p> <p>*Use Dialect</p>	<p>*Writing Process: Editing Strategies</p> <p>*Paragraph Writing: Conclusions</p> <p>*RACE Strategy: Cite Annotation</p> <p>*Grammar Skills</p>	<p>*Writing Conclusions</p> <p>*Conduct Short Research Project</p> <p>*Use Multiple Sources</p> <p>*Investigate Different Aspects of a Topic</p> <p>*Annotate and Citations</p> <p>*Use details and evidence</p> <p>*Editing</p>
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WRITING		WEEK 3	WEEK 6	WEEK 9	WEEK 12
Novel:	<p><b>Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan</p>	<p><b>Argumentative Writing (AW) - Opinion Prompt (Opinion):</b></p> <p>"Esperanza" means "hope" in Spanish. Write an opinion piece arguing why <i>Esperanza Rising</i> is a fitting title for the novel. <b>Use evidence from the text to support your claim.</b></p>	<p><b>Informative/Explanatory Writing (IW) - Literary Analysis Task (LAT):</b></p> <p>Write an essay comparing how each passage from <i>Esperanza Rising</i> demonstrates the novel's major themes: People can rise above hardships and overcome challenges that stand in their way. Support your response with details from <b>each of the three passages.</b></p>	<p><b>Narrative Writing (NW) - Narrative Writing Prompt (NWT):</b></p> <p>At the novel's end, Esperanza tells Isabel, "Do not ever be afraid to start over". Write a continuation of the story describing the new life Esperanza and her family will continue to build in America. <b>Use what you have learned from the novel and details from the final chapter</b> to construct your narrative response.</p>	<p><b>Informative/Explanatory Writing (IW) - Research Simulation Task (RST):</b></p> <p>Write an essay explaining how the dawn of labor unions positively changed the lives of workers in America. Explain how the struggles faced by these workers improved when labor unions were formed. Make sure to include evidence from <b>both sources.</b></p>
		<p><b>Additional Texts:</b></p>	<p><b>*Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan</p>	<p><b>*Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan Chapters 2, 10, &amp; 13</p>	<p><b>*Historical Fiction</b> <i>Esperanza Rising</i> by Pam Munoz Ryan Chapter 14</p>

**Savvas MyView Fifth Grade Pacing Guide**

**UNITS 4 & 5 - TRIMESTER 3 - 60 Days**

<p><b>UNIT 4: LIBERTY</b> <b>UNIT 5: SYSTEMS</b></p> <p><b>Unit 4 Genre: Historical Fiction</b> <b>Unit 5 Genre: Informational</b></p>	<p><b>Unit 4 Theme: Humanities: Expressions (Art &amp; Literature) Liberty</b> <b>Unit 5 Theme: Science: Our World (Earth Science) Systems</b></p> <p><b>TRIMESTER 3 Novel: <i>The Thing About Georgie</i> by Lisa Graff</b></p> <p><b>Book Club: <i>Guns for General Washington: The Story of the American Revolution</i> by Seymour Reit AND <i>Into the Volcano</i> by Donna O'Meara</b></p>	<p><b>Unit Essential Question:</b></p> <p><b>UNIT 4: What does it mean to be free?</b> <b>UNIT 5: How do elements of systems change?</b></p>
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READING WORKSHOP	READING-WRITING WORKSHOP BRIDGE	WRITING WORKSHOP
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Week	Essential Question	Anchor Text	Close Read Target Skill	Academic Vocabulary	Word Study Spelling	Language and Convention	Read Like a Writer	Weekly Focus	Skills
							Write for a Reader		
<b>1:</b> <b>(U4W2)</b>	How can ordinary people contribute to a fight for freedom? <b>Text:</b> Map	<b>Historical Fiction</b> <i>The Scarlet Stockings Spy</i> by Trinka Hakes Noble	*Words that Bring Historical Times, Events, or Places to Life *Infer Multiple Themes *Monitor comprehension *Write to Sources: Opinion	Synonyms and Antonyms	Learn and Spell Words with: <i>anti-, mid-, trans-</i>	Adjectives	*Analyze POV *Use POV	Develop Elements	*Develop Characters *Develop Setting *Develop the Conflict *Develop the Resolution *Develop Dialogue
<b>2:</b> <b>(U4W3)</b>	What can governments do to protect our freedoms? <b>Text:</b> Word Puzzle	<b>Informational Text</b> <i>The Bill of Rights</i> by Amie Jane Leavitt	*Domain-Specific Words That Connect to Liberty *Interpret Text Structure *Summarize *Write to Sources: Response to Informational Text	Context Clues	Learn and Spell Words with: <i>sub-, super-</i>	Coordinating and Subordinating Conjunctions	*Analyze Author's Purpose *Choose a Writing Purpose	Develop Structure	*Organize an Introduction *Organize a Sequence of Events *Pacing the Events *Develop the Plot *Select a Different Genre
<b>3:</b> <b>(AW)</b>	How can people argue and support their point of view? <b>Text:</b> Novel	<b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff	*Monitor Comprehension *Domain-Specific Words	*Synonyms and Antonyms *Context Clues	*Prefixes *Affixes *Suffixes	*Adjectives *Coordinating and Subordinating Conjunctions	*Analyze POV *Use POV *Analyze Author's Purpose *Choose a Writing Purpose	*Writing Process: Prewriting Strategies *Paragraph Writing: Introductions *RACE Strategy: Restate *Transitions	*Prewriting/Brainstorming Strategies *Link Opinions and Reasons (using words, phrases, and clauses) *Explain Citations *Provide an Introduction/Thesis *Use Transitions
<b>4:</b> <b>(U4W4)</b>	What are some things people can do when their freedom is limited? <b>Text:</b> Timeline	<b>Biography</b> <i>Delivering Justice</i> by Jim Haskins	*Words that Connect to Civil Rights *Explain Relationships Between Ideas *Generate Questions *Write to Sources: Response to Informational Text	Figurative Language	*Word Origins *Spell Words with Greek Roots	Correlative Conjunctions	*Analyze Graphic Features *Use Graphic Features	Writer's Craft	*Edit for Prepositions and Prepositional Phrases *Edit for Irregular Verbs *Edit for Collective Nouns *Edit for Subordinating Conjunctions *Punctuation Marks

<b>5: (U4W5)</b>	How can going to a new place give a person new opportunities? <b>Text:</b> Primary Source	<b>Historical Fiction</b> <i>Ezekiel Johnson Goes West</i> by Guy A. Sims	*Words that Connect to Western Migration *Explain Author's Purpose *Make Inferences *Talk About It: Opinion	Parts of Speech	Learn and Spell words with Latin Roots: <i>audi, rupt, scrib, spec</i>	Capitalization	*Analyze Adages and Proverbs *Use Adages and Proverbs	Publish, Celebrate, Assess	*Revise: Adding and Deleting Ideas for Clarity *Edit for Indefinite Pronouns *Publish and Celebrate *Prepare for Assessment *Assessment
<b>6: (NWT)</b>	How does shifting the point of view change a narrative text? <b>Text:</b> Novel	<b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff Chapter 23	*Domain-Specific Words *Author's Purpose *Make Inferences	*Figurative Language *Parts of Speech	*Roots *Prefixes *Affixes *Suffixes	*Correlative Conjunctions *Capitalization	*Analyze Graphic Features *Use Graphic Features *Analyze Adages and Proverbs *Use Adages and Proverbs	*Writing Process: Drafting Strategies *Paragraph Writing: Body Paragraphs *RACE Strategy: Answer *Story Elements: POV *Dialogue/ Dialect *Transitions	*Answering the Writing Prompt *Use Transitional Words/Phrases *Dialogue Usage/Formatting *Figurative Language *Writing/Formatting Body Paragraphs
<b>7: (U5W1)</b>	How do rocks form and change over time? <b>Text:</b> Infographic what geologists do	<b>Informational Text</b> <i>Rocks and Fossils</i> by Richard Hantula	*Identify Main Idea and Details *Make Connections	Related Words	Consonant Changes	Commas and Semicolons in a Series	Text Features	Introduce and Immerse	*Poetry *What Poetry Sounds Like *What Poetry Looks Like *Brainstorm Ideas *Plan Your Poetry
<b>8: (U5W2)</b>	What can cause water to change form? <b>Text:</b> Poem	<b>Informational Text</b> <i>Earth's Water Cycle</i> by Diane Dakers	*Interpret Text Features *Confirm and Correct Predictions	Synonyms and Antonyms	Syllable Patterns	Commas and Introductory Elements	Text Structure	Develop Elements	*Seeing Things Like a Poet *Rhythm and Rhyme *Personification *Simile and Metaphor *Interjections
<b>9: (IW-RST)</b>	How can using research help people support their informative writing? <b>Text:</b> Novel and Paired Texts	* <b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff  * <b>Informational Text</b> "What is the Big Bad Wolf?" by Linda Zajac  * <b>Informational Text</b> "Sharks: Monsters or Misunderstood?" by Marie Droual	*Main Idea and Details *Make Connections *Interpret Text Features	*Related Words *Synonyms and Antonyms	*Consonant Changes *Syllable Patterns	*Commas and Semicolons in a Series *Commas and Introductory Elements	*Text Features *Text Structure	*Writing Process: Revision Strategies *Paragraph Writing: Conclusions *RACE Strategy: Cite Information *Text Structures	*Annotate and Citations *Use details and evidence *Revision Strategies *Use Precise Language *Use Domain-Specific Vocabulary *Use Transitional Words/Phrases *Text Structure *Provide a Conclusion
<b>10: (U5W3)</b>	How can Earth's changes affect where and how we live? <b>Text:</b> Media (video)	<b>Historical Fiction</b> "The Dog of Pompeii" by Louis Untermeyer	*Analyze Plot and Setting *Make Inferences	Context Clues	Multisyllabic Words	Title Punctuation	Shades of Meaning (Connotation and Denotation)	Develop Structure	*Line Breaks *Stanzas *Punctuation *Rhyme Scheme *Rewriting

<b>11:</b> <b>(U5W4)</b>	How do human actions create and change cycles? <b>Text:</b> Diagram	<b>Informational Texts</b> **"Let's Talk Trash" Infographic by USDA  **"It's Time To Get Serious About Reducing Food Waste, Feds Say" by NPR (AUDIO)	*Compare and Contrast Accounts *Monitor Comprehension	Figurative Language	Schwa	Quotation Marks with Dialogue	Graphic Features	Writer's Craft	*When to Break the Rules *Try a New Approach *Correlative Conjunctions *Descriptive Adjectives *Edit Title and Show Emphasis
<b>12:</b> <b>(IW-LAT)</b>	How does using cited evidence support a written analysis? <b>Text:</b> Novel and Paired Texts	* <b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff  * <b>Fable</b> "The Bear and the Two Travelers" by Aesop  * <b>Poem</b> "Masks" by Shel Silverstein	*Analyze Plot and Setting *Make Inferences *Compare and Contrast Accounts *Monitor Comprehension	*Context Clues *Figurative Language	*Multisyllabic Words *Schwa	*Title *Punctuation *Quotation Marks with Dialogue	*Shades of Meaning (Connotation and Denotation) *Graphic Features	*Writing Process: Editing Strategies *Paragraph Writing: Conclusions *RACE Strategy - Explain Evidence *Analyzing Texts *Story Elements: Theme *Grammar	*Gather Information *Analyze Texts *Develop Information Link Ideas (within and between paragraphs) *Edit for Grammar Mistakes *Determine Theme *Find Evidence to Support the Theme

<b>WRITING</b>		<b>WEEK 3</b>	<b>WEEK 6</b>	<b>WEEK 9</b>	<b>WEEK 12</b>
<b>Novel:</b>	<b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff	<b>Argumentative Writing (AW) - Opinion Prompt (Opinion):</b>  Consider what makes a good friend. What aspects of a person matter when it comes to friendship? Which character do you think was a good friend to Georgie? Write an opinion piece supporting your point of view. <b>Use evidence from the text to support your claim.</b>	<b>Narrative Writing (NW) - Narrative Writing Prompt (NWT):</b>  In Chapter 23 of <i>The Thing About Georgie</i> , Jeanie's true colors finally shine through when she comes to Georgie's aid at the play when he encounters a bully. <b>Retell the events</b> of this chapter <b>from Jeanie's point of view</b> . <b>Use details from the chapter</b> as well as your <b>understanding of Georgie and Jeanie's relationship</b> throughout the novel to construct your <b>narrative</b> response.	<b>Informative/Explanatory Writing (IW) - Research Simulation Task (RST):</b>  At the novel's beginning, Jeanie is introduced to the audience as "Jeanie the Meanie". Despite this mean moniker, Jeanie is revealed to be misunderstood and in need of a friend. Some animals are misunderstood by humans, just like Jeanie was in the novel. Should we protect animals with "bad reputations"? Write an essay to support your answer by using <b>information from both sources</b> .	<b>Informative/Explanatory Writing (IW) - Literary Analysis Task (LAT):</b>  You have read three texts that all relate to the topic of friendship. They all share the common theme that being a good friend is important. Write an essay comparing how the passage from <i>The Thing About Georgie</i> , the short story "The Bear and the Two Travelers," and the poem "Masks," each demonstrate this theme. Support your response with <b>details from at least two texts</b> .
		<b>Additional Texts:</b>	* <b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff	* <b>Realistic Fiction</b> <i>The Thing About Georgie</i> by Lisa Graff Chapter 23	* <b>Informational Text</b> "What is the Big Bad Wolf?" by Linda Zajac  * <b>Informational Text</b> "Sharks: Monsters or Misunderstood?" by Marie Droual

### Additional Reading/Writing Prompts

<b>Novel:</b>	<b>Historical Fiction</b> <i>Guns for General Washington</i> by Seymour Reit	<p><b>Argumentative Writing (AW) - Opinion Prompt (Opinion):</b></p> <p>According to the CommonLit text, “George Washington” by Marcia Amidon Lusted, George Washington made several unpopular decisions, including creating the whiskey tax and signing a treaty with Great Britain. Consider what it means to be a leader. Should leaders always follow what the people they lead want them to do? Or should a leader make decisions for many, even if they may be unpopular? Write an opinion piece supporting your point of view. <b>Use evidence from the text to support your claim.</b></p>	<p><b>Narrative Writing (NW) - Narrative Writing Prompt (NWT):</b></p> <p>People who serve in the military make many personal sacrifices to serve their countries. The text <i>Our Parents are Soldiers</i> gives readers insight into what it is like for children whose parents serve in the military far from home. In paragraph 10, it is stated that one of Daniel’s best days was when his parents “made a surprise return home” the previous March. Use <b>details from the text</b> about Daniel’s feelings toward his family to write a story about the day this surprise took place from Daniel’s <b>point of view</b>.</p>	<p><b>Informative/Explanatory Writing (IW) - Literary Analysis Task (LAT):</b></p> <p>You have read Chapter 3 of <i>Guns for General Washington</i> and the short story, <i>Scout’s Honor</i>. Write an essay <b>comparing and contrasting</b> the experience of the 3 Boy Scouts in the country to that of the Continental Army as described in the chapter. Use <b>details and evidence from both texts</b> to support your answer.</p>	<p><b>Informative/Explanatory Writing (IW) - Research Simulation Task (RST):</b></p> <p>George Washington served as Commander in Chief of the Continental Army during the Revolutionary War. The Continental Army was led through many difficult battles and trials during the war but emerged victorious against the British troops in the end. After the war, Washington was unanimously elected to be the first president of the United States. Write an essay identifying George Washington’s positive leadership qualities that earned him success as commander-in-chief and president. Read the texts carefully and utilize evidence <b>from both sources</b> to support your response.</p>
<b>Additional Texts:</b>		<p><b>*Biography</b> “George Washington” by Marcia Amidon Lusted</p>	<p><b>*Nonfiction</b> “Our Parents are Soldiers” by Joe Bubar</p>	<p><b>*Memoir</b> “Scout’s Honor” by Avi</p>	<p><b>*Informational Text</b> “Valley Forge and the American Revolution” by Barbara Radner</p> <p><b>*Biography</b> “George Washington” by Marcia Amidon Lusted</p>