

# Grade 5 • Review and Routines

## Specifically written by teachers for teachers to help:

- Review foundational skills
- Prepare students for the routines of an effective literacy classroom
- Build a community of learners
- Foster independent thinking and reading

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
1	Smooth Transitions Creating a Collaborative Atmosphere	Choosing a Good Book for Independent Reading	Long Vowels	Introduce Independent Reading	Writing to Sources Model: A Response to Reading	Response Journals
2	Smooth Transitions Creating a Collaborative Atmosphere	Build Good Listening Habits	Closed Syllable Patterns	Practice Independent Reading	Writing to Sources Model: A Response to Reading	Response Journals
3	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to entertain)	Open Syllable Patterns	Previewing Books	Writing to Sources Model: A Response to Reading	A Response to Reading
4	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to persuade)	Consonant -le Syllable Patterns	Use a Reading Log	Writing to Sources Model: Persuasive Writing	Persuasive Writing
5	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to inform)	Vowel Team Syllable Patterns	Introduce the Reading Workstation	Writing to Sources Model: Persuasive Writing	Persuasive Writing
6	Smooth Transitions Activating Prior Knowledge	Using a KWL Chart to Document Learning	Vowel-C-e Syllable Patterns	Practice the Reading Workstation	Building the Writing Process Model: Sharing Our Writing	Introduce the Writing Workstation
7	Smooth Transitions Activating Prior Knowledge	Using a KWL Chart to Document Learning	Vowel-r Syllable Patterns	Review the Reading Workstation	Building the Writing Process Constructive Feedback	Review the Writing Workstation
8	Smooth Transitions Making Connections to Text	Making Connections to Text	Homophones	Introduce the Listening Workstation	Writing to Sources Model: Writing About Connections to Text	Writing About Connections to Text

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
9	Smooth Transitions Making Connections to Text	Making Connections to Text	Negative Prefixes	Reading Workstation: Practice Making Connections	Writing to Sources Writing About Connections to Text	Practice the Writing Workstation
10	Smooth Transitions Introduction to Questioning	Introduction to Questioning	Adverb Suffixes	Recording Questions About Reading	Writing to Sources Thick to Thin Questions	Introduce the Computer Workstation
11	Smooth Transitions Using Questioning to Understand Text	Using Questioning to Understand Text	Adjective Suffixes	Questioning to Understand Text	Writing to Sources A Response to Reading	Establishing Workstation Routines
12	Smooth Transitions "What's in the Bag?"	Making Predictions	Noun Suffixes	Reading Workstation: Practice Making Predictions	Writing to Sources Model: Writing a Book Recommendation	Writing a Book Recommendation
13	Smooth Transitions Visualizing	Establishing Workstation Routines	Adding Endings with Spelling Changes	Independent Reading Workstation Independent Listening Workstation	Independent Reading Workstation Independent Listening Workstation	Independent Reading Workstation Independent Listening Workstation
14	Smooth Transitions Annotations	Establishing Workstation Routines	Latin and Greek Roots	Independent Reading Workstation Independent Listening Workstation	Independent Reading Workstation Independent Listening Workstation	Independent Reading Workstation Independent Listening Workstation
15	Smooth Transitions Annotations	Reading Big Words Strategy Anchor Chart	Latin and Greek Roots	Independent Reading Workstation Independent Listening Workstation	Independent Reading Workstation Independent Listening Workstation	Independent Reading Workstation Independent Listening Workstation

# Grade 5 • Unit 1 • Cultivating Natural Resources

**Essential Question:** How do we decide which resources we should develop?

**Enduring Understandings:**

- All animals, including humans, directly or indirectly depend on plants to convert the sun’s energy into food.
- As scientific knowledge and technology progresses, the ways in which people develop natural resources changes.
- Human development of resources has a lasting impact on the natural world.
- There are costs and benefits to developing resources.

**Build Knowledge Word Bank:** *resource, develop, cultivate, environment, cost, benefit*

**Research & Inquiry Project:** Research Plant-Based Resources

## Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Solar-Powered Sammy* (680L)
- Growing Food* (810L–910L)
- Super Senses* (870L–930L)
- Invasive Species* (980L)

- From Apples to Energy* (900L–940L)
- Conserving the American River* (910L)
- Observing Animals* (1080L)
- Metamorphosis* (980L)

**Reader’s Theater Scripts:**

*The Ant and Grasshopper Show*



Weekly Readings				Weekly Skills and Strategies																								
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar														
<b>Week 1</b>  <b>Interactive Text:</b> “Ocean Flower”  <b>Accountable Text:</b> “The Mango”  <b>Word Study Read:</b> “Paul Bunyan and the Great Popcorn Blizzard”	<b>Short Read 1:</b> “The Structure of a Corn Plant”  <b>Short Read 2:</b> “The Future of a Crop”	“A Successful Experiment”	Short Vowels a, e, i, o, u	<i>contest</i> <i>president</i> <i>planet</i> <i>problem</i> <i>expect</i> <i>difficult</i> <i>public</i> <i>already</i>	<i>infer</i> <i>exist</i> <i>metric</i> <i>radish</i> <i>liquid</i> <i>publication</i> <i>concerned</i> <i>inhabit</i> <i>ridiculous</i> <i>supported</i>	<i>of</i> <i>for</i> <i>from</i> <i>said</i> <i>all</i> <i>and</i> <i>both</i> <i>by</i> <i>call</i> <i>the</i>		Speed/Pacing—Fast	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify Understanding	Identify Key Details and Determine Central Ideas  Draw on Information from Multiple Sources: Charts and Graphs  Explain Cause and Effect Relationships in a Text  Determine Author’s Point of View and Purpose	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>consumers</i> <i>emerge</i> <i>alternative</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>adaptable</i>	Write to a Text-Based Prompt: Informational/ Explanatory Essay	Verb Tense to Convey Sequence (Order of Events)  Use Conjunctions Correctly														
															<b>Interactive Text:</b> “Hitchhiker Weeds”  <b>Accountable Text:</b> “An Unlikely Pair”  <b>Word Study Read:</b> “A Tale of Three Sisters”	<b>Extended Read 1:</b> “A Short History of a Special Plant”	“Helper Plants”	Long Vowels	<i>explain</i> <i>weigh</i> <i>reason</i> <i>freedom</i> <i>bright</i> <i>replied</i> <i>explode</i> <i>human</i>	<i>humor</i> <i>elevate</i> <i>provide</i> <i>breeding</i> <i>propose</i> <i>mediate</i> <i>population</i> <i>stable</i> <i>defeated</i> <i>guaranteed</i> <i>defy</i>	<i>was</i> <i>saw</i> <i>too</i> <i>never</i> <i>wash</i> <i>water</i> <i>no</i> <i>right</i> <i>is</i> <i>into</i>	Confirm or Correct Word Recognition and Understanding	Metacognitive: Ask Questions	Identify Key Details and Determine Central Ideas  Draw on Information from Multiple Sources: Charts and Graphs  Determine Author’s Point of View and Purpose  Integrate Information from Several Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>combat</i> <i>integrity</i> <i>favorable</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>mutually beneficial</i>	Write to a Text-Based Prompt: Informational/ Explanatory Essay	Use Conjunctions Correctly  Combine Sentences for Meaning, Interest, and Style

# Grade 5 • Unit 2 • Developing Characters' Relationships

**Essential Question:** Why do we value certain qualities in people?

**Enduring Understandings:**

- Realistic fiction is a genre of literature in which authors create characters who could exist in real life, flaws and all, as well as plots that could actually happen.
- Authors use their craft to communicate a character's traits to readers, and how these traits are valued.
- Certain character traits, such as bravery and inquisitiveness, are valued across much of literature.
- Characters in stories can teach readers real-life problem-solving and relationship skills.

**Build Knowledge Word Bank:** *character trait, communicate, craft, literature, realistic fiction, relationships*

**Research & Inquiry Project:** Author Comparison Study

## Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Dad Came Home* (650L)  
*Ready to Fight the Wind* (690L)  
*Welcome to Laguna* (NP)  
*The Cadence of War* (740L)

*Eco Hero* (NP)  
*Arthur's Best Shot* (700L)  
*Warsame* (570L)  
*Game, Set, Match!* (670L)

**Reader's Theater Scripts:**

*Winston Churchill: Their Finest Hour*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<b>Interactive Text:</b> "The Ant and the Dove" <b>Accountable Text:</b> "Simple Things" <b>Word Study Read:</b> "City Kid, Country Kid"	<b>Short Read 1:</b> "The Drive Down" <b>Short Read 2:</b> "Grandpop's Surprise"	"My Big Brother"	r-Controlled Vowels /är/, /är/, /ör/ (air, are; ar; or, our, ore)	<i>upstairs</i> <i>square</i> <i>carefully</i> <i>harvest</i> <i>forward</i> <i>important</i> <i>fourteen</i> <i>chores</i>	<i>marble</i> <i>clamor</i> <i>repair</i> <i>nourish</i> <i>encore</i> <i>unimportant</i> <i>parents</i> <i>orbit</i> <i>karate</i> <i>reformat</i>	<i>there</i> <i>their</i> <i>they</i> <i>about</i> <i>always</i> <i>any</i> <i>blue</i> <i>away</i> <i>before</i> <i>found</i>		Expression: Characterization/Feelings	Metacognitive: Draw Inferences Metacognitive: Make Connections Fix-Up: Stop and Think About the Author's Purpose	Summarize the Text Compare and Contrast Two Characters in a Story Compare and Contrast Varieties of English (Dialect and Register) Analyze How Visual Elements Contribute to Meaning and Tone	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>stewing</i> <i>sprawled</i> <i>rambled</i> <i>expression</i>	Writing to a Text-Based Prompt: Opinion Essay	Use Verb Tense to Convey Various Times, Sequences, States, and Conditions  Form and Use the Past Perfect Tense  Recognize and Correct Inappropriate Shifts in Verb Tense
<b>Week 2</b>	<b>Interactive Text:</b> "The Legend of Marigold" <b>Accountable Text:</b> "E. B. White" <b>Word Study Read:</b> "All Together Now"	<b>Extended Read 1:</b> "Sky-Glitter"	"Keep on Going"	Closed Syllables	<i>suggest</i> <i>perhaps</i> <i>express</i> <i>respond</i> <i>desert</i> <i>interrupt</i> <i>happiest</i> <i>victim</i> <i>function</i>	<i>hundred</i> <i>swallow</i> <i>bottom</i> <i>instead</i> <i>sandwich</i> <i>randomly</i> <i>uncomfortable</i> <i>confirmation</i> <i>marketable</i> <i>resubmit</i> <i>dependable</i>	<i>could</i> <i>would</i> <i>should</i> <i>ask</i> <i>around</i> <i>number</i> <i>came</i> <i>same</i> <i>out</i> <i>our</i>		Pausing—Short Pauses	Metacognitive: Draw Inferences	Summarize the Text Compare and Contrast Two Characters in a Story Analyze How Visual Elements Contribute to Meaning and Tone Explain How a Series of Chapters, Scenes, or Stanzas Fits Together to Provide the Structure of a Novel	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>bursting</i> <i>eventually</i> <i>tilted</i> <i>pacing</i>	Writing to a Text-Based Prompt: Opinion Essay	Choose Words and Phrases to Convey Ideas Precisely  Link Ideas Using Words, Phrases, and Clauses
<b>Week 3</b>	<b>Interactive Text:</b> "The Contest" <b>Accountable Text:</b> "Danger Offshore" <b>Word Study Read:</b> "Early Inspirations"	<b>Extended Read 2:</b> "Ernie's Secret" <b>Unit Poem:</b> "Casey at the Bat"	"Hanging On"	Open Syllables	<i>beginning</i> <i>finally</i> <i>minor</i> <i>quietly</i> <i>because</i> <i>solution</i> <i>photo</i> <i>equation</i>	<i>final</i> <i>staple</i> <i>location</i> <i>recently</i> <i>momentum</i> <i>stationary</i> <i>climate</i> <i>tornado</i> <i>relocate</i> <i>concentration</i> <i>generation</i> <i>spectator</i>	<i>again</i> <i>are</i> <i>wash</i> <i>be</i> <i>but</i> <i>after</i> <i>them</i> <i>four</i> <i>just</i> <i>things</i>			Metacognitive: Make Connections Fix-Up: Read Out Loud to Support Comprehension	Summarize the Text Compare and Contrast Varieties of English (Dialect and Register) Explain How a Series of Chapters, Scenes, or Stanzas Fits Together to Provide the Structure of a Novel Interpret Figurative Language: Hyperbole	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>desperate</i> <i>jagged</i> <i>clarified</i> <i>glinting</i>	Writing to a Text-Based Prompt: Opinion Essay	Use Verb Tense to Convey Various Times, Sequences, States, and Conditions  Recognize and Correct Inappropriate Shifts in Verb Tense  Link Ideas Using Words, Phrases, and Clauses

# Grade 5 • Unit 3 • The U.S. Constitution: Then and Now

## Essential Question: Why do laws continue to evolve?

### Enduring Understandings:

- The purpose of the U.S. Constitution was to outline the powers and responsibilities of the three branches of the federal government.
- The laws of the U.S. Constitution can be added to through the amendment process.
- Some laws need to be amended to eliminate bias and to expand the protection of people's rights.
- Citizens may petition or protest for a cause and for changes to be made to laws.
- Determination is an important factor in working for changes to the U.S. Constitution.

**Build Knowledge Word Bank:** *amend, bias, determination, factor, petition, protest*

**Research & Inquiry Project:** Laws Continue to Evolve

## Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Tri's Story: Coming to America* (860L)  
*Kids Take Action* (900L)  
*Debating the U.S. Constitution* (850L)  
*Voting Matters!* (760L)

*The Northwest Ordinance* (960L)  
*Opinions About Community Service* (1020L)  
*Native American Rights* (890L-1010L)  
*The Bill of Rights in Action* (930L)

### Reader's Theater Scripts:

*John and Abigail Adams: Letters*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<b>Interactive Text:</b> "Strike!" <b>Accountable Text:</b> "The Highest Court" <b>Word Study Read:</b> "Susan B. Anthony"	<b>Short Read 1:</b> "Creating the Constitution" <b>Short Read 2:</b> "President Lyndon Johnson's Voting Rights Act Address"	"The Constitution Sets an Example"	Vowel-r Syllables	<i>depart</i> <i>garden</i> <i>forty</i> <i>favorite</i> <i>different</i> <i>dessert</i> <i>circle</i> <i>current</i>	<i>reformation</i> <i>inarguable</i> <i>world-shaking</i> <i>considerably</i> <i>imparted</i> <i>occurrence</i> <i>unsupported</i> <i>encircled</i> <i>emergent</i> <i>perspective</i> <i>argumentative</i> <i>assurance</i> <i>determined</i> <i>historical</i>	<i>been</i> <i>both</i> <i>water</i> <i>round</i> <i>then</i> <i>full</i> <i>funny</i> <i>through</i> <i>today</i> <i>together</i>		Inflection/ Intonation—Pitch	Metacognitive: Distinguish between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About the Words	Explain the Relationship Between Chronological Events in a Text  Explain How an Author Uses Reasons and Evidence  Compare and Contrast the Overall Structure of Concepts in Two Texts	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>established</i> <i>principal</i> <i>dignity</i> <i>ingenious</i>	Process Writing: Informative/ Explanatory Essay	Explain the Function of Prepositions  Review Verb Tenses
<b>Week 2</b>	<b>Interactive Text:</b> "To the Editor" <b>Accountable Text:</b> "Breakfast First" <b>Word Study Read:</b> "Mrs. Stowe and the President"	<b>Extended Read 1:</b> "Fighting for the Vote"	"Ida B. Wells"	Vowel Team Syllables	<i>teaspoon</i> <i>unknown</i> <i>increase</i> <i>enjoyment</i> <i>disappoint</i> <i>straight</i> <i>beautiful</i> <i>although</i>	<i>brainchild</i> <i>streaked</i> <i>gloating</i> <i>bountiful</i> <i>yielded</i> <i>supplied</i> <i>approachable</i> <i>grievances</i>	<i>buy</i> <i>carry</i> <i>were</i> <i>know</i> <i>cold</i> <i>went</i> <i>white</i> <i>does</i> <i>light</i> <i>goes</i>	Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Distinguish between Important and Unimportant Information	Explain the Relationship Between Chronological Events in a Text  Explain How an Author Uses Reasons and Evidence  Compare and Contrast the Overall Structure of Concepts in Two Texts  Determine Two or More Central Ideas and Explain How Details Support Them	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>grievances</i> <i>suppressed</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>disenfranchised</i> <i>movement</i>	Process Writing: Informative/ Explanatory Essay	Use Conjunctions and Prepositions Correctly  Use Punctuation to Separate Items in a Series  Rules for Comma Usage	
<b>Week 3</b>	<b>Interactive Text:</b> "The March" <b>Accountable Text:</b> "A New Justice" <b>Word Study Read:</b> "The Presidential Medal of Freedom"	<b>Extended Read 2:</b> "Thurgood Marshall's Liberty Medal Acceptance Speech"  <b>Unit Poem:</b> "The New Colossus"	"May, 1963"	Consonant -le Syllables	<i>terrible</i> <i>circle</i> <i>jungle</i> <i>possible</i> <i>puzzle</i> <i>single</i> <i>example</i> <i>invisible</i>	<i>quadruple</i> <i>impossible</i> <i>drizzle</i> <i>encircle</i> <i>embattle</i> <i>uncle</i> <i>unstable</i> <i>variable</i> <i>capable</i> <i>incapable</i>	<i>these</i> <i>those</i> <i>word</i> <i>only</i> <i>open</i> <i>don't</i> <i>done</i> <i>each</i> <i>every</i> <i>even</i>		Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Explain the Relationship Between Chronological Events in a Text  Explain How an Author Uses Reasons and Evidence  Compare and Contrast the Overall Structure of Concepts in Two Texts  Integrate Information from Two Texts on the Same Topic  Interpret Figurative Language: Metaphor	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>anecdotes</i> <i>constrained</i> <i>redemption</i> <i>dissent</i>	Process Writing: Informative/ Explanatory Essay	Use Conjunctions and Prepositions Correctly  Use Punctuation to Separate Items in a Series  Rules for Comma Usage	

# Grade 5 • Unit 4 • Recognizing Author’s Point of View

**Essential Question:** How can other perspectives help us evaluate the world?

**Enduring Understandings:**

- Every work of poetry or prose has a distinct point of view, a perspective, purpose, and theme(s).
- A narrator’s or speaker’s point of view and perspective influences how events are described and perceived.
- People of different genders, cultures, or perspectives may experience the same events or interactions differently.
- Reading about an event through another’s viewpoint offers readers an opportunity to build social awareness and expand their understanding of different perspectives, cultures, and contexts.

**Build Knowledge Word Bank:** *point of view, perspective, influence, narrator, context, distinct*

**Research & Inquiry Project:** Research Perspectives in Literature

## Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Whale Coast Caper* (670L)
- Vote For Me Because...* (710L)
- Ring of Remembrance* (820L)
- The Reluctant Storyteller* (740L)

- Knight School* (690L)
- K9: To Serve and Protect* (670L)
- Red Letter Days* (830L)
- Davy Crockett and Sally Ann Thunder* (1040L)

**Reader’s Theater Scripts:**

- The Tasty Tort Trial*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<b>Interactive Text:</b> “The Miser” <b>Accountable Text:</b> “Trees or Bikes?” <b>Word Study Read:</b> “Annie’s New Homeland”	<b>Short Read 1:</b> “I Hear America Singing / Caged Bird” <b>Short Read 2:</b> “Gold Country”	“My First Month in America”	Vowel-Consonant-e Syllables	<i>separate</i> <i>excuse</i> <i>hopeless</i> <i>telephone</i> <i>refuse</i> <i>complete</i> <i>arrive</i> <i>widespread</i>	<i>activate</i> <i>anecdote</i> <i>apologize</i> <i>concentrate</i> <i>described</i> <i>enclose</i> <i>negotiate</i> <i>participated</i> <i>separated</i> <i>ungrateful</i> <i>unopposed</i>	<i>that</i> <i>what</i> <i>yellow</i> <i>years</i> <i>write</i> <i>myself</i> <i>much</i> <i>find</i> <i>small</i> <i>such</i>		Expression—Anticipation/Mood	Metacognitive: Ask Questions About Characters and Events  Metacognitive: Create Mental Images of Characters and Events  Fix-Up: Read On to Clarify or Confirm Understanding	Explain How a Series of Sections Provides the Overall Structure of a Story  Describe How a Narrator’s Point of View Influences How Events Are Described	Use Context Clues to Determine the Meaning of Words and Phrases  Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes	<b>General Academic Listening &amp; Speaking:</b> <i>robust</i> <i>seldom</i> <i>drifting</i> <i>civilized</i>	Write to a Text-Based Prompt: Narrative	Choose Words and Phrases to Convey Ideas Precisely  Form and Use Perfect Verb Tenses
<b>Week 2</b>	<b>Interactive Text:</b> “Frank’s Fruits” <b>Accountable Text:</b> “Strange Planet” <b>Word Study Read:</b> “Judy Baca”	<b>Extended Read 1:</b> “I Speak Spanish, Too”	“Learning Two Languages at Once”	Homographs	<i>object</i> <i>project</i> <i>record</i> <i>wound</i> <i>abuse</i> <i>present</i> <i>produce</i> <i>subject</i>	<i>address</i> <i>advocate</i> <i>boarded</i> <i>contract</i> <i>excuse</i> <i>novel</i> <i>spoke</i> <i>story</i> <i>upset</i>	<i>which</i> <i>this</i> <i>other</i> <i>part</i> <i>own</i> <i>here</i> <i>down</i> <i>her</i> <i>has</i> <i>have</i>		Speed/Pacing—Slow	Metacognitive: Ask Questions About Characters and Events	Explain How a Series of Sections Provides the Overall Structure of a Story  Describe How a Narrator’s Point of View Influences How Events Are Described  Summarize the Text  Compare and Contrast Themes in Two Stories in the Same Genre	Use Context Clues to Determine the Meaning of Words and Phrases  Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes	<b>General Academic Listening &amp; Speaking:</b> <i>irritated</i> <i>appreciative</i> <i>scowled</i> <i>accent</i>	Write to a Text-Based Prompt: Narrative	Recognize Dialect and Register: Fragments and Run-Ons  Develop Realistic Dialogue  Use Interjections Correctly
<b>Week 3</b>	<b>Interactive Text:</b> “How the Milky Way Came to Be” <b>Accountable Text:</b> “British English and Me” <b>Word Study Read:</b> “British English and Me”	<b>Extended Read 2:</b> “Miguel’s Prophecy” <b>Unit Poem:</b> “I, Too”	“Cesar Chavez”	Variant Vowels /oo/ and /oo/ (oo, ew, ue, ould, ull)	<i>loose</i> <i>should</i> <i>newspaper</i> <i>couldn’t</i> <i>regretfully</i> <i>afternoon</i> <i>pulled</i> <i>goodness</i>	<i>football</i> <i>mistook</i> <i>noodling</i> <i>outlook</i> <i>shampooing</i> <i>shouldn’t</i> <i>smoothly</i> <i>step-stool</i> <i>toothache</i> <i>whooshing</i> <i>withdrew</i>	<i>then</i> <i>when</i> <i>put</i> <i>work</i> <i>word</i> <i>soon</i> <i>so</i> <i>drink</i> <i>how</i> <i>old</i>		Metacognitive: Create Mental Images of Characters and Events  Fix-Up: Stop and Think About the Author’s Purpose	Describe How a Narrator’s Point of View Influences How Events Are Described  Compare and Contrast Themes in Two Stories in the Same Genre  Describe the Poet’s Message and Use of Figurative Language	Use Context Clues to Determine the Meaning of Words and Phrases  Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes	<b>General Academic Listening &amp; Speaking:</b> <i>clenched</i> <i>pitiful</i> <i>contorted</i> <i>grimace</i>	Write to a Text-Based Prompt: Narrative	Form and Use Perfect Verb Tenses  Develop Realistic Dialogue  Use a Comma to Set Off the Words <i>Yes</i> and <i>No</i> ; to Indicate Direct Address  Use Conjunctions Correctly	

# Grade 5 • Unit 5 • Technology’s Impact on Society

**Essential Question:** What value does technology bring to people’s lives?

**Enduring Understandings:**

- Technological innovation can have both positive and negative effects.
- The costs and benefits of new technologies are not distributed evenly.
- Scientific engineering is often used to make work more efficient.
- Technological innovation is a crucial part of the economic development of the United States.
- The Industrial Revolution (the late 1700s to the early 1800s) was a period when new technologies introduced widespread and rapid changes to society.

**Build Knowledge Word Bank:** *industry, manufacture, progress, process, production, revolution*

**Research & Inquiry Project:** Technology and Change in Society, Part 1

## Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

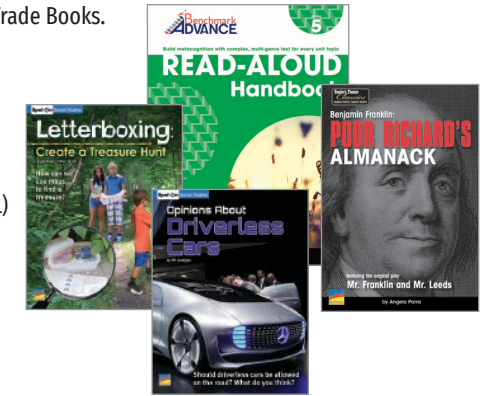
**Knowledge-Building Library:**

- Exploring Space* (990L)
- From Place to Place:*
- The World of Transportation* (950L)
- Inventions in Communication* (980L)
- Opinions About Driverless Cars* (970L)

- Simple and Complex Machines* (810L)
- Opinions About Water Power* (980L)
- The Science of Modern Technology* (960L)
- Letterboxing: Create a Treasure Hunt* (990L)

**Reader’s Theater Scripts:**

*Benjamin Franklin: Poor Richard’s Almanack*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<p><b>Interactive Text:</b> “An Important Kick”</p> <p><b>Accountable Text:</b> “Phone Booth”</p> <p><b>Word Study Read:</b> “Lucy Larcom’s New England”</p>	<p><b>Short Read 1:</b> “Technology and the Lowell Mill Girls”</p> <p><b>Short Read 2:</b> “Eli Whitney’s Cotton Gin”</p>	“Banking on the Move”	Noun Suffixes (-ology, -ant, -er, -or, -ery)	<i>technology participant survivor machinery bravery narrator believer contestant</i>	<i>zoology informant trainer director trickery inspect serve harvest invent recover labor contest machine method</i>	<i>there where people upon under again are been brown black</i>		Pausing—Full Stops	<p>Metacognitive: Draw Inferences</p> <p>Metacognitive: Distinguish Between Important and Unimportant Information</p> <p>Fix-Up: Read Out Loud to Support Comprehension</p>	<p>Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem</p> <p>Explain the Relationship Between Events in a Text (Problem/Solution; Chronological)</p> <p>Integrate Information from Multiple Sources</p> <p>Compare and Contrast the Overall Structure of Concepts in Two Texts</p>	Use Context Clues to Determine the Meaning of Words and Phrases	<p><b>General Academic Listening &amp; Speaking:</b> <i>summoned launched tedious widespread</i></p>	Process Writing: Opinion Essay	Correctly Use Frequently Confused Words
<b>Week 2</b>	<p><b>Interactive Text:</b> “Old Nails”</p> <p><b>Accountable Text:</b> “Truth or Fiction?”</p> <p><b>Word Study Read:</b> “An Adventure to Remember”</p>	<b>Extended Read 1:</b> “Poems of the Industrial Age”	“Making the Most of My Digital Life”	Latin Roots (spec, liter, vent, struct)	<i>instructions spectacular literature adventure structure invention construction inspected</i>	<i>perspective convention literature instruction adventure inspected construction constructive spectactor literary</i>	<i>who through many ate eight different do to long look</i>		Expression—Anticipation/Mood	Metacognitive: Draw Inferences	<p>Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem</p> <p>Determine the Theme of a Poem</p> <p>Compare and Contrast Poems with Similar Themes</p>	Use Context Clues to Determine the Meaning of Words and Phrases	<p><b>General Academic Listening &amp; Speaking:</b> <i>flicker circulating contentedly</i></p> <p><b>Domain-Specific Listening &amp; Speaking:</b> <i>confident</i></p>	Process Writing: Opinion Essay	Ensure Subject-Verb and Pronoun-Antecedent Agreement
<b>Week 3</b>	<p><b>Interactive Text:</b> “Day of Wonders”</p> <p><b>Accountable Text:</b> “Fad or Not?”</p> <p><b>Word Study Read:</b> “Samuel Morse: Inventor and Artist”</p>	<p><b>Extended Read 2:</b> “The Making of the Industrial Age”</p> <p><b>Unit Poem:</b> “The Secret of Machines”</p>	“Automation Nation”	Homophones	<i>capital mourning weigh whether hoarse hire scent piece</i>	<i>censor coward daze flare/flair stationary course/coarse presence flour/flower</i>	<i>why with laugh draw eat first hurt little going three</i>			<p>Metacognitive: Distinguish Between Important and Unimportant Information</p> <p>Fix-Up: Read More Slowly and Think About the Words</p>	<p>Explain the Relationship Between Events in a Text (Problem/Solution; Chronological)</p> <p>Integrate Information from Multiple Sources</p> <p>Compare and Contrast the Overall Structure of Concepts in Two Texts</p> <p>Analyze Problem/Solution Text Structure</p> <p>Analyze Poet’s Use of Figurative Language: Personification</p>	Use Context Clues to Determine the Meaning of Words and Phrases	<p><b>General Academic Listening &amp; Speaking:</b> <i>originated revolutionized declined</i></p> <p><b>Domain-Specific Listening &amp; Speaking:</b> <i>forged</i></p>	Process Writing: Opinion Essay	<p>Ensure Subject-Verb and Pronoun-Antecedent Agreement</p> <p>Expand, Combine, and Reduce Sentences for Meaning, Reader/Listener Interest, and Style</p> <p>Choose Words and Phrases to Convey Ideas Precisely</p>

# Grade 5 • Unit 6 • Up Against the Wild

## Essential Question: What compels us to survive?

### Enduring Understandings:

- All works of fiction contain a theme, or central message, that is supported by setting, character, plot, and/or other story elements.
- Works of fiction may vary in tone, style, or structure, yet still explore similar themes.
- The universal themes explored in literature are those that speak to all people, regardless of gender or ethnicity.
- The conflict of “animal vs. nature” and the question of “what compels living things to survive?” are universal themes often explored in literature.
- Literary characters and their response to challenges allow readers to learn valuable lessons about decision-making and problem-solving.

**Build Knowledge Word Bank:** *challenge, compel, literature, survive, theme, universal*

**Research & Inquiry Project:** Technology and Change in Society, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Cats in the City* (600L)  
*Surviving Alaska* (630L)  
*Trouble at Sea* (650L)  
*Mystery of the Sewer Gators* (NP)

*Pura Vida* (730L)  
*Nia’s Palace Garden* (740L)  
*Everest Dreaming* (700L)  
*Menehune Castle* (750L)

### Reader’s Theater Scripts:

*Commas in a Coma at Grammar General Hospital*



Weekly Readings			Weekly Skills and Strategies																									
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar														
<b>Week 1</b>  <b>Interactive Text:</b> “Hiking in the Arizona Desert”  <b>Accountable Text:</b> “The Crow and the Pitcher”  <b>Word Study Read:</b> “Sinbad and the Valley of Diamonds”	<b>Short Read 1:</b> “Androcles and the Lion”  <b>Short Read 2:</b> “Brushfire!”	“A Watery Escape”	Variant Vowel /ô/ (al, alk, all, au, aw)	<i>all right</i> <i>awkward</i> <i>fault</i> <i>scrawny</i> <i>launched</i> <i>always</i> <i>stalk</i> <i>awesome</i>	<i>almost</i> <i>overall</i> <i>applause</i> <i>unlawful</i> <i>talkativeness</i> <i>precaution</i> <i>flawlessly</i> <i>break</i> <i>audience</i> <i>sidewalk</i> <i>calling</i>	<i>of</i> <i>for</i> <i>from</i> <i>think</i> <i>gave</i> <i>give</i> <i>good</i> <i>kind</i> <i>my</i> <i>now</i>		Inflection/ Intonation—Pitch	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Compare and Contrast Two Characters in a Text  Determine Theme (Based on How Characters in a Story or Drama Respond to Challenges)  Compare and Contrast Two Stories with Similar Themes	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>dense</i> <i>devour</i> <i>devastation</i> <i>priorities</i>	Writing to a Text-Based Prompt: Informative/ Explanatory, Opinion, Narrative	Correct Inappropriate Fragments  Use Prepositions Correctly														
															<b>Interactive Text:</b> “A Tourist in Australia”  <b>Accountable Text:</b> “Search and Rescue Dogs”  <b>Word Study Read:</b> “Gold Rush!”	<b>Extended Read 1:</b> “The Law of Club and Fang”	“A Goldminer Writes Home”	Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	<i>occasion</i> <i>vegetation</i> <i>identity</i> <i>wilderness</i> <i>government</i> <i>illness</i> <i>exhaustion</i> <i>treatment</i>	<i>admiration</i> <i>civilization</i> <i>arrangement</i> <i>argument</i> <i>cleverness</i> <i>eagerness</i> <i>confusion</i> <i>decision</i> <i>safety</i> <i>honesty</i> <i>exhaustion</i>	<i>was</i> <i>saw</i> <i>or</i> <i>over</i> <i>people</i> <i>put</i> <i>read</i> <i>said</i> <i>seven</i> <i>sing</i>	Expression—Dramatic Expression	Metacognitive: Make Connections	Compare and Contrast Two Characters in a Text  Determine Theme (Based on How Characters in a Story or Drama Respond to Challenges)  Compare and Contrast Two Stories with Similar Themes  Analyze How Visual Elements Contribute to Meaning and Tone	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>peril</i> <i>disconsolate</i> <i>confined</i> <i>forlorn</i>	Writing to a Text-Based Prompt: Informative/ Explanatory, Opinion, Narrative	Form and Use the Perfect Tense (Past Perfect)

# Grade 5 • Unit 7 • Conflicts That Shaped a Nation

## Essential Question: How does conflict shape a society?

### Enduring Understandings:

- Wars, and other conflicts that are resolved with violence, have major social, emotional, economic, and political effects that have a lasting impact on the peoples and nations involved.
- People can have different views, perspectives, and experiences of conflict.
- Different groups of people participated in the American Revolution for different reasons, and the final outcome of the war impacted these groups in positive and negative ways.
- A wide range of primary and secondary sources are important pieces when building a full and meaningful understanding of the past.
- Writers may choose to deal with important historical topics such as the Revolutionary War through historical fiction.

**Build Knowledge Word Bank:** *cause, conflict, economic, perspective, resolve, neutral*

**Research & Inquiry Project:** Careers in Conflict Resolution, Part 1

## Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Who Lives Where, and Why* (890L)  
*In the West, Facing Change* (790L)  
*Revolutionary Kids* (810L)  
*Native Childhood* (990L)  
*Giants of the Gilded Age* (960L)

*Revolutionary Women* (970L)  
*Paul Revere's Ride: Researching a Historical Legend* (960L)  
*The Memoir of Gordon Saltanstall Hubbard* (1080L)

### Reader's Theater Scripts:

*Clara Barton: Angel of the Battlefield*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<b>Interactive Text:</b> "Go Home" <b>Accountable Text:</b> "From Protest to War" <b>Word Study Read:</b> "Deborah Sampson, Revolutionary Soldier"	<b>Short Read 1:</b> "The Banners of Freedom" <b>Short Read 2:</b> "Road to Revolution"	"James Armistead Lafayette: A Patriot Spy"	Final /əɪ/ and /ən/	<i>medical</i> <i>another</i> <i>honor</i> <i>hospital</i> <i>signal</i> <i>model</i> <i>fossil</i> <i>mirror</i>	<i>struggle</i> <i>computer</i> <i>preregister</i> <i>traveled</i> <i>dishevel</i> <i>further</i> <i>channel</i> <i>multilevel</i> <i>handled</i> <i>entered</i> <i>gardener</i> <i>flattering</i>	<i>there</i> <i>their</i> <i>they</i> <i>buy</i> <i>best</i> <i>fly</i> <i>ride</i> <i>way</i> <i>well</i> <i>hot</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Stop and Think About the Author's Purpose	Compare and Contrast the Varieties of English Used in a Text  Compare and Contrast the Overall Structure of Events in Two or More Texts (Chronology)  Determine Two or More Main Ideas and Explain How Details Support Them	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>tyrants</i> <i>freedom</i> <i>deprivation</i> <i>rebellion</i>	Process Writing: Narrative	Dialect and Register: Fragments and Run-Ons  Expanding, Combining, and Reducing Sentences for Meaning, Interest, and Style
<b>Week 2</b>	<b>Interactive Text:</b> "Dreams of Peace" <b>Accountable Text:</b> "Letters" <b>Word Study Read:</b> "Two Letters from Boston, Massachusetts –1775"	<b>Extended Read 1:</b> "Native Americans in the Revolution"	"Support the Patriots!"	Prefixes (re-, pre-, dis-, mis-)	<i>reunited</i> <i>precaution</i> <i>misguided</i> <i>rebuild</i> <i>disagree</i> <i>misspell</i> <i>preorder</i> <i>prehistoric</i>	<i>reshape</i> <i>review</i> <i>disagree</i> <i>preserve</i> <i>returning</i> <i>disqualify</i> <i>disliked</i> <i>precook</i> <i>misbehave</i> <i>misspelled</i> <i>preview</i> <i>misread</i> <i>refresh</i> <i>premixed</i> <i>mislead</i> <i>reaction</i> <i>disappear</i>	<i>could</i> <i>would</i> <i>should</i> <i>of</i> <i>keep</i> <i>day</i> <i>time</i> <i>show</i> <i>like</i> <i>green</i>		Speed/Pacing—Varied	Metacognitive: Apply Strategies	Compare and Contrast the Overall Structure of Events in Two or More Texts (Chronology)  Determine Two or More Main Ideas and Explain How Details Support Them  Explain How an Author Uses Reasons and Evidence to Support Particular Points  Integrate Information from Several Texts on the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>endured</i> <i>neutral</i> <i>cause</i> <i>sympathized</i>	Process Writing: Narrative	Use Correlative Conjunctions
<b>Week 3</b>	<b>Interactive Text:</b> "Playwright for Freedom" <b>Accountable Text:</b> "The Molly Pitchers" <b>Word Study Read:</b> "Young Patriots"	<b>Extended Read 2:</b> "The Eighteenth of April" <b>Unit Poem:</b> "Paul Revere's Ride"	"Military Musicians in the American Revolution"	Silent Letters kn, wr, gh, gn, wh	<i>assignment</i> <i>whole</i> <i>eighteen</i> <i>written</i> <i>know</i> <i>ghost</i> <i>knowledge</i> <i>design</i>	<i>knuckle</i> <i>assign</i> <i>although</i> <i>written</i> <i>whole</i> <i>designed</i> <i>ghost</i> <i>knowledgeable</i> <i>whomever</i> <i>enough</i> <i>wrapping paper</i> <i>campaign</i>	<i>come</i> <i>some</i> <i>done</i> <i>does</i> <i>grow</i> <i>live</i> <i>give</i> <i>other</i> <i>many</i> <i>yes</i>		Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Compare and Contrast the Varieties of English Used in a Text  Integrate Information from Several Texts on the Same Topic  Determine Theme  Analyze Imagery	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>campaign</i> <i>expedition</i> <i>troops</i> <i>realized</i>	Process Writing: Narrative	Expanding, Combining, and Reducing Sentences for Meaning, Interest, and Style  Choose Punctuation for Effect	

# Grade 5 • Unit 8 • Water: Fact and Fiction

**Essential Question:** What does water mean to people and the societies they live in?

**Enduring Understandings:**

- Water is an essential resource that supports all life on Earth.
- Water represents various things to different cultures around the world.
- Ancient Greek myths contain many sea gods and goddesses that exert their powers over mortals.
- Water plays an important role in the formation of communities and societies, and in people's everyday lives.
- Freshwater and saltwater resources/oceans should be conserved and should be protected.

**Build Knowledge Word Bank:** *conserve, essential, protect, resource, represent, society*

**Research & Inquiry Project:** Careers in Conflict Resolution, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Danger at the Beach* (NP)
- Astronauts in Training* (730L)
- Wanderer and the Ice Age* (650L)
- Seas in Danger* (940L)

- Opinions About New Energy Ideas* (930L)
- Make a Family Emergency Plan* (960L)
- On the Space Station* (920L–950L)
- Finding Fossils* (1010L)

**Reader's Theater Scripts:**

- Wild Weather*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<p><b>Interactive Text:</b> "The Deepest Place on Earth"</p> <p><b>Accountable Text:</b> "Why the Sea is Salty"</p> <p><b>Word Study Read:</b> "Pecos Bill and the Tornado"</p>	<p><b>Short Read 1:</b> "The Odyssey Begins"</p> <p><b>Short Read 2:</b> "Water-Wise Landscaper"</p>	"Rainfall Saves the Day"	Diphthongs /ou/ and /oi/	<i>mountain</i> <i>powerful</i> <i>moisture</i> <i>joyously</i> <i>loyal</i> <i>noisy</i> <i>amount</i> <i>coward</i>	<i>voices</i> <i>power</i> <i>hoist</i> <i>joyous</i> <i>drown</i> <i>decoy</i> <i>flower</i> <i>drought</i> <i>poison</i> <i>noisy</i> <i>outdoors</i> <i>ointment</i> <i>royal</i> <i>voyage</i> <i>mountains</i>	<i>done</i> <i>eight</i> <i>made</i> <i>make</i> <i>start</i> <i>place</i> <i>pick</i> <i>try</i> <i>sleep</i> <i>six</i>		Inflection/ Intonation— Volume	<p>Metacognitive: Apply Strategies</p> <p>Fix-Up: Read More Slowly and Think About the Words</p>	<p>Compare and Contrast Characters in a Story</p> <p>Explain How an Author Uses Reasons and Evidence</p> <p>Integrate Information from Two Texts to Speak Knowledgeably About a Topic</p>	<p>Determine the Meaning of Figurative Language: Similes, Metaphors, Personification</p> <p>Use Context Clues to Determine Meaning of Words and Phrases</p>	<p><b>General Academic Listening &amp; Speaking:</b> <i>frantically</i> <i>scarce</i> <i>reservoirs</i> <i>provisions</i></p>	<p>Process Writing: Research Project</p>	<p>Expand Sentences for Meaning, Interest, and Style</p> <p>Use a Comma to Separate an Introductory Element</p> <p>Use the Punctuation to Separate Items in a Series</p>
<b>Week 2</b>	<p><b>Interactive Text:</b> "Great Women Swimmers"</p> <p><b>Accountable Text:</b> "Running the Rapids"</p> <p><b>Word Study Read:</b> "Why the Ocean Has Tides"</p>	<b>Extended Read 1:</b> "The Voyage"	"River of Ice"	Latin Roots (aud, vis, form, cede/ceed)	<i>audience</i> <i>audible</i> <i>visualize</i> <i>vision</i> <i>transformed</i> <i>uniform</i> <i>recede</i> <i>proceed</i>	<i>auditorium</i> <i>concede</i> <i>audible</i> <i>visualize</i> <i>transform</i> <i>uniform</i> <i>conform</i> <i>recede</i> <i>invisible</i>	<i>give</i> <i>live</i> <i>have</i> <i>walk</i> <i>with</i> <i>wish</i> <i>will</i> <i>we</i> <i>than</i> <i>fast</i>		Confirm or Correct Word Recognition and Understanding	<p>Metacognitive: Apply Strategies</p>	<p>Compare and Contrast Characters in a Story</p> <p>Summarize the Text</p> <p>Explain How Parts of a Text Fit Together to Provide the Overall Structure</p> <p>Compare and Contrast Two Texts with Similar Themes</p>	<p>Determine the Meaning of Figurative Language: Similes, Metaphors, Personification</p> <p>Use Context Clues to Determine Meaning of Words and Phrases</p>	<p><b>General Academic Listening &amp; Speaking:</b> <i>skillfully</i> <i>discovered</i> <i>finally</i> <i>surface</i></p>	<p>Process Writing: Research Project</p>	<p>Form and Use Verb Tenses (Past Perfect &amp; Present Perfect)</p> <p>Recognize Inappropriate Shifts in Verb Tense</p>
<b>Week 3</b>	<p><b>Interactive Text:</b> "My Niagara Falls Adventure"</p> <p><b>Accountable Text:</b> "The Legend of Bluebird and Coyote"</p> <p><b>Word Study Read:</b> "The Great Barrier Reef"</p>	<p><b>Extended Read 2:</b> "Questions and Answers About Oceans"</p> <p><b>Unit Poem:</b> "Burn Lake"</p>	"Living in the Dead Sea?"	Adjective Suffixes (-y, -ent, -ive, -ic, -ful)	<i>independent</i> <i>impressive</i> <i>confident</i> <i>historic</i> <i>peaceful</i> <i>healthy</i> <i>excellent</i> <i>optimistic</i>	<i>sunny</i> <i>fuzzy</i> <i>expansive</i> <i>wonderful</i> <i>lemony</i> <i>optimistic</i> <i>different</i> <i>excellent</i> <i>realistic</i> <i>selective</i> <i>respondent</i> <i>resentful</i> <i>acidic</i> <i>distinctive</i> <i>colorful</i>	<i>these</i> <i>those</i> <i>was</i> <i>must</i> <i>pull</i> <i>put</i> <i>five</i> <i>help</i> <i>why</i> <i>who</i>		<p>Metacognitive: Apply Strategies</p> <p>Fix-Up: Reread to Clarify or Confirm Understanding</p>	<p>Explain How an Author Uses Reasons and Evidence</p> <p>Integrate Information from Two Texts to Speak Knowledgeably About a Topic</p> <p>Explain the Relationship between Events in a Scientific Text</p> <p>Determine Multiple Themes from a Poem</p>	<p>Use Context Clues to Determine Meaning of Words and Phrases</p>	<p><b>General Academic Listening &amp; Speaking:</b> <i>environment</i> <i>average</i> <i>unique</i> <i>percent</i></p>	<p>Process Writing: Research Project</p>	<p>Form and Use Verb Tenses (Past Perfect &amp; Present Perfect)</p> <p>Recognize Inappropriate Shifts in Verb Tense</p> <p>Use Verb Tense to Convey Various Conditions</p>	

# Grade 5 • Unit 9 • The Economic Development of Cities

## Essential Question: How do economic changes impact society?

### Enduring Understandings:

- The first people to live in the area that becomes a city are part of that city's history.
- The economic development of a city is tied to its geographic location, resources, industry, population, and culture.
- People migrate to cities looking for jobs and opportunities.
- The migration of people to cities is fueled by factors such as racism, bias, economic hardship, and government policy.
- The economy can experience both ups and downs, and often these ups and downs are cyclical.

**Build Knowledge Word Bank:** *culture, establish, influence, sustainable, migration, revitalize*

**Research & Inquiry Project:** Economies Shape Cities, Part 1

## Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Dear Annie: Letters from a Young Silversmith* (770L)  
*Working in the 1800s* (790L)  
*Remarkable Roads* (890L)  
*Zora's Great Migration* (720L)

*Building Barriers* (930L)  
*Transportation Innovations* (1020L)  
*Immigrant Success Stories* (970L)  
*Trade in Early America* (1010L)

### Reader's Theater Scripts:

*Give Me Liberty or Give Me Death*



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Two Foolish Brothers" <b>Accountable Text:</b> "A Dreadful Day" <b>Word Study Read:</b> "A Tragedy That Brought Change"	<b>Short Read 1:</b> "The Birth of Chicago" <b>Short Read 2:</b> "Chicago: An American Hub"	"Welcome to Houston's International District"	Irregular Past-Tense Verbs	<i>thought brought threw blew rang stood grew knew</i>	<i>built grew was arose misspoke knew fed became understood</i>	<i>that what play us up he got she off back</i>		Inflection/Intonation—Stress	Metacognitive: Apply Strategies  Fix-Up: Read On to Clarify or Confirm Understanding	Draw on Information from Multiple Sources  Explain How an Author Uses Reasons and Evidence  Integrate Information from Several Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases  Determine or Clarify the Meaning of Multiple-Meaning Words	<b>General Academic Listening &amp; Speaking:</b> <i>dialects diverse hub ethnic</i>	Multimedia Presentation	Form and Use Present Perfect and Past Perfect Tense
Week 2	<b>Interactive Text:</b> "Gold Rush" <b>Accountable Text:</b> "Times Changed!" <b>Word Study Read:</b> "The Glassblower's Daughter"	<b>Extended Read 1:</b> "The Great Migration and the Growth of Cities"	"Philadelphia, Here We Come"	Inflectional Endings with Spelling Changes (-ed, -ing)	<i>required creating assembled referred taking troubled stopping planned</i>	<i>settled lived regretted beginning hurried replying venturing competed committing identifying referred</i>	<i>which this those go jump its not saw say see</i>		Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Draw on Information from Multiple Sources  Explain How an Author Uses Reasons and Evidence  Integrate Information from Several Texts on the Same Topic  Determine Two or More Central Ideas and Explain How Key Details Support Them	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>perpetuating vibrancy contend discrimination</i>	Multimedia Presentation	Use Subordinating Conjunctions
Week 3	<b>Interactive Text:</b> "City or Suburbs?" <b>Accountable Text:</b> "Out of Disaster" <b>Word Study Read:</b> "Out of Disaster"	<b>Extended Read 2:</b> "Old Cities Revitalize" <b>Unit Poem:</b> "Skyscraper"	"Helping Communities Grow in New York City"	Prefixes (pro-, em-, en-, per-, im-)	<i>promote program enable percent permitted embarrass import encourage</i>	<i>proceed employed enlisted progress performance emerge immigration produce engineered perished perceive embrace import immerse</i>	<i>fall his more please take use used yes then when</i>			Metacognitive: Apply Strategies  Fix-Up: Stop and Think About the Author's Purpose	Draw on Information from Multiple Sources  Explain How an Author Uses Reasons and Evidence  Integrate Information from Several Texts on the Same Topic  Analyze the Poet's Use of Figurative Language	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>apparent revitalize decaying rebound</i>	Multimedia Presentation	Form and Use Present Perfect and Past Perfect Tense

# Grade 5 • Unit 10 • Transforming Matter

## Essential Question: Why do we measure and describe the world?

### Enduring Understandings:

- Our understanding of the world around us depends on the work of scientists who observe, measure, and describe matter, its properties, and its interactions.
- Everything is made of combined particles of matter called atoms, too small to be seen by the eye alone.
- The arrangement of atomic particles in matter determine its state (solid, liquid, or gas) and other properties.
- A chemical reaction occurs when two or more substances combine to form a different substance.
- Scientific advances in many fields of science, including health and medicine, rely on the study of matter and its chemical interactions/reactions.

**Build Knowledge Word Bank:** *theory, state, property, principle, reaction, categorize*

**Research & Inquiry Project:** Economies Shape Cities, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*The Sky is Green: A Memoir About Surviving a Tornado* (850L)  
*Light and Sound* (830L–910L)  
*Tamales Made by the Sun* (800L)  
*Spectacular Lunar Light Show* (770L)

*Gravity: The Universe's Most Mysterious Force* (940L–1020L)  
*Best Chef* (770L)  
*Understanding Water* (940L)  
*Candles in Space* (940L)

### Reader's Theater Scripts:

*Monster Suffixes*



Weekly Readings				Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
<b>Week 1</b>	<b>Interactive Text:</b> "About Sayeed" <b>Accountable Text:</b> "Noisy!" <b>Word Study Read:</b> "Balloon Ride"	<b>Short Read 1:</b> "John Dalton: Father of the Atomic Theory" <b>Short Read 2:</b> "Matter is Everywhere!"	"When Balloons Matter"	Plurals: Spelling Changes/Irregulars	<i>people</i> <i>teeth</i> <i>children</i> <i>bodies</i> <i>heroes</i> <i>tomatoes</i> <i>stories</i> <i>women</i>	<i>said</i> <i>led</i> <i>proven</i> <i>undertook</i> <i>selves</i> <i>analyses</i> <i>fungi</i> <i>cacti</i> <i>indices</i> <i>oxen</i> <i>homework</i> <i>tomatoes</i> <i>hypotheses</i>	<i>far</i> <i>hold</i> <i>most</i> <i>pretty</i> <i>tell</i> <i>very</i> <i>you</i> <i>your</i> <i>there</i> <i>where</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Explain the Relationships Between Individuals, Concepts, and Events in a Text  Draw on Information from Multiple Sources  Integrate Information from Several Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>observations</i> <i>principle</i> <i>technical</i> <i>volume</i>	Process Writing: Poetry	Use Verbs to Convey Various Times, Sequences, States, and Conditions
<b>Week 2</b>	<b>Interactive Text:</b> "Career Day" <b>Accountable Text:</b> "Will Mount Kaska Erupt?" <b>Word Study Read:</b> "My Dad the Street Chef"	<b>Extended Read 1:</b> "Changes in Matter"	"Try This Egg-speriment!"	Science Roots: Greek and Latin (se, mech, cycle, phys, chem)	<i>mechanic</i> <i>recycle</i> <i>physician</i> <i>chemical</i> <i>secure</i> <i>secrete</i> <i>physical</i> <i>bicycle</i>	<i>physical</i> <i>chemical</i> <i>recycling</i> <i>secretion</i> <i>mechanism</i> <i>bicycle</i> <i>physiology</i> <i>chemist</i>	<i>who</i> <i>through</i> <i>am</i> <i>red</i> <i>can</i> <i>run</i> <i>clean</i> <i>too</i> <i>may</i> <i>him</i>		Inflection/ Intonation—Volume	Metacognitive: Apply Strategies	Explain the Relationships Between Individuals, Concepts, and Events in a Text  Draw on Information from Multiple Sources  Integrate Information from Several Texts on the Same Topic  Determine Two or More Central Ideas and Explain How Details Support Them	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>involves</i> <i>physical</i> <i>dissolves</i> <i>ingredients</i>	Process Writing: Poetry	Use Correlative Conjunctions
<b>Week 3</b>	<b>Interactive Text:</b> "Popcorn!" <b>Accountable Text:</b> "What's the Matter?" <b>Word Study Read:</b> "What Makes It Pop?"	<b>Extended Read 2:</b> "Marie M. Daly: Biochemistry Pioneer" <b>Unit Poem:</b> "The Snowflake"	"From Epsicle to Popsicle"	Prefixes (re-, bio-, im-, ex-, micro-)	<i>biologist</i> <i>reaction</i> <i>immigrant</i> <i>excavate</i> <i>microscope</i> <i>microwave</i> <i>biography</i> <i>exterior</i>	<i>reapply</i> <i>biology</i> <i>impossible</i> <i>explore</i> <i>microbe</i> <i>research</i> <i>release</i> <i>biologist</i> <i>biochemist</i> <i>impatient</i> <i>imperfect</i> <i>example</i> <i>examined</i> <i>microscope</i> <i>microbiologist</i>	<i>why</i> <i>with</i> <i>as</i> <i>get</i> <i>cut</i> <i>let</i> <i>sit</i> <i>had</i> <i>man</i> <i>me</i>		Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Explain the Relationships Between Individuals, Concepts, and Events in a Text  Integrate Information from Several Texts on the Same Topic  Draw Inferences  Analyze How Multimedia Contributes to Meaning and Tone	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>convert</i> <i>pursue</i> <i>opportunity</i> <i>dedicated</i>	Reflect on Writing	Use Prepositions Correctly	