

	Grade 5 Literacy: READING Number of Days: 25 to 30 days	
	Unit ONE: Journeys	
Essential Questions	How do journeys change us? What motivates people to leave a place they call home? What can scientists discover by traveling to distant places? What can people learn from visiting unknown lands? What inspires people to start a journey? How can new places change the way a person sees the world?	
Content Standards	RI - 2 - Determine two or more main ideas from the text. Explain how they are supported by key details. RI - 7 - Draw on information from multiple print or digital sources demonstrating an ability to locate an answer to a question quickly. RL - 6 - Describe how a narrator's or speaker's point of view influences how events are described. RL - 1 - Quote accurately from a text when explaining with the text says explicitly when drawing inferences from the text. RL - 4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI - 5 Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts of information in two or more texts.	
Concepts and subskills	Analyze Main Ideas and Details Use Text Evidence Analyze Text Features Make Inferences Understand Point of View Explain Sound Devices and Figurative Language Visualize Analyze Text Structure	Practices Annotate, close read strategies Locate text evidence Partner turn and talk Written Response Oral Response

	Make and Confirm Predictions	
Content Objectives "I can Statements"	I can... Learn more about informational texts and read a text that helps me analyze main ideas and details in an informational text. Learn more about the theme journeys by reading a text that helps me understand point of view in historical fiction. Learn more about the theme journeys by reading a text that helps me explain poetry by using sound devices and figurative language. Learn more about informational texts and read a text that helps me analyze text structure in an informational text.	
Content Vocabulary	Citizens, immigration, opportunity, processing, admitted, astrobiologists, microbes, colony, sensors, radiation, rovers, tide, course, leagues, fathoms, jaunts, peering, via, traversed, girth, intersecting, inspired, express, exhibit, imitated, compositions	
Assessment, Products, Projects	Weekly progress checks (Sample from Week 1; all progress checks found on Savvas Realize Platform) Informal observations about reading behaviors Reading response journals Student notes from My View workbook Unit 1 assessment	
Text, Materials, and Resources	My View workbook, Savvas Realize online	

	Grade 5 Literacy: WRITING Number of Days: 25 to 30 days
	Unit ONE: JOURNEYS (PERSONAL NARRATIVE)
Essential Questions	How do personal journeys change us?
Content Standards	W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	W.5.3A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3B - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3C - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3D - Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3E - Provide a conclusion that follows from the narrated experiences or events. W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.3A - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
Concepts and subskills	Analyze elements of narrative Identify the narrator/characters Analyze setting and plot Plan a narrative Develop specific details Develop sensory details Develop point of view Write with dialogue Add transitions Develop an ending Use adjectives, adverbs, and indefinite pronouns	PRACTICES Brainstorm an idea Plan a narrative using a graphic organizer Write (workshop format) Revise for clarity and detail Edit Conference with teacher and peers Use feedback to revise/edit Publish writing

Content Objectives "I can Statements"	I can use elements of narrative writing to write a personal narrative. I can use dialogue effectively. I can use showing details to provide description and develop characters, setting, and plot.
Content Vocabulary	Narrative Journey Character Setting problem/goal Solution Sensory detail Transition Dialogue Figurative language
Assessments, Products, Projects	Pre-Assessment: Snow Pups Post-Assessment: (My View Unit 4 Performance-Based Assessment - Runaway John) - To be completed after Unit 4 (linked under Unit 4) SRSD Narrative Rubric
Text, Materials, and Resources	SRSD Narrative Rubric Mentor Texts MyView - Unit 1 Dialogue Slides Word Choice Slides Show, Don't Tell Slides

	Grade 5 Literacy Number of Days: 25 to 30 days	
	Unit TWO: SCIENCE PATTERNS (Life Science) Observations	
Essential Questions	Why do scientists explore and study oceans? What can people do to protect species from changing an environment? What can we learn from studying animals in their natural habitats? What are some different ways in which people can observe and protect wildlife?	
Content Standards	RI 2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI 5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RL 3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RI 8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI 9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
Concepts and subskills	Analyze Main Ideas and Details Use Text Evidence Analyze Text Features Make Inferences Understand Point of View Explain Sound Devices and Figurative Language Visualize Analyze Text Structure Make and Confirm Predictions	Practices Annotate, close read strategies Locate text evidence Partner turn and talk Written Response Oral Response

Content Objectives "I can Statements"	I can... Learn more about informational text and read a text that helps me analyze the author's purpose in an informational text. Learn more about informational text and read a text that helps me analyze text structure in an informational text. Learn more about the theme observations by reading a text that helps me understand point of view in realistic fiction. Learn more about informational text and read a text that helps me explain ideas. Learn more about the theme observations by reading a text that helps me analyze argumentative texts.
Content Vocabulary	Marine, ecosystem, flying bridge, chlorophyll, nautical, comeback, native, migrating, restore, fungus, gingerly, ignite, sputtered, painstaking, gratified, transmitter, iconic, nocturnal, burrows, fragmented, sanctuaries, diminished, thrive, unfettered, cooperate,
Assessments, Products, Projects	Weekly progress checks (Sample from Week 3; all progress checks found on Savvas Realize Platform) Informal observations about reading behaviors Reading response journals Student notes from My View workbook Unit 2 assessment
Text, Materials, and Resources	My View workbook, Savvas Realize online

	Grade 5 Literacy: WRITING
	Number of Days: 25 to 30 days
	Unit TWO: OBSERVATIONS (INFORMATIONAL)
Essential Questions	How do we learn through our observations?
Content Standards	W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2A - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2B - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

W.5.2C - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2E - Provide a concluding statement or section related to the information or explanation presented.

W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.5.1A - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1B - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2A - Use punctuation to separate items in a series.

Concepts and subskills	Analyze an informational article Analyze lead paragraphs Identify details in text features (Ex: photographs) Conduct research from multiple sources Take notes on important information Set a purpose for writing Plan an informational article Draft with concrete details and specific facts Develop details with definitions and quotations Develop visuals and other text features to support main text Write an introduction and ending Develop body paragraphs with related information (synthesize details) Develop transitions Use precise language and word choice Use correct verb tense Edit for adverbs Edit simple and compound sentences Edit for prepositional phrases Edit for punctuation and capitalization	PRACTICES Brainstorm an idea Complete research Take notes from sources Plan an informational article using a graphic organizer Write (workshop format) Revise for clarity and detail Edit Conference with teacher and peers Use feedback to revise/edit Publish writing
Content Objectives "I can Statements"	I can use elements of informational writing to write an informational article. I can conduct research about an interesting topic. I can take notes on important information. I can synthesize information from multiple sources. I can add text features to support the important ideas in my article.	
Content Vocabulary	Informational Expert Topic	

	Key information Facts definition Details Evidence Domain specific
Assessments, Products, Projects	Pre-Assessment: (Unit 2 Performance Task - Vikings) Post-Assessment: (SRSD Performance Task - Penguins) SRSD Informational Writing Rubric
Text, Materials, and Resources	SRSD Informational Writing Rubric My View - Unit 2 lessons Mentor texts Research slides

	Grade 5 Literacy Number of Days: 25 to 30 days
	Unit THREE: Humanities: Expressions (Arts and Literature) Reflections
Essential Questions	How do the experiences of others reflect our own? What can we learn from the experiences of older generations? What are some different ways in which people can reach a goal? How are the experiences of people in ancient times similar to those of people in the modern world? What can our families teach us about ourselves? How does art reflect people's experiences?
Content Standards	RL3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

	RL5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
Concepts and subskills	Analyze Characters Make Connections Analyze Plot Elements Summarize Plot Elements Explain literary structure Synthesize genre information Explain figurative language Visualize Infer multiple themes Make and confirm predictions	Practices Annotate, close read strategies Locate text evidence Partner turn and talk Written Response Oral Response
Content Objectives "I can Statements"	I can... - learn more about realistic fiction and read a text that helps me analyze characters in realistic fiction. - learn more about realistic fiction and read a text that helps me analyze plot elements in realistic fiction. - learn more about the theme reflections by reading a text that helps me explain literary structure in a drama and legend. - learn more about the theme reflections by reading poetry. - learn more about realistic fiction and read a text that helps me infer multiple themes in realistic fiction.	
Content Vocabulary	Enthusiasm, shattered, reassuring, encompass, inseparable Tolerate, loamy, wriggled, quarters, tingled Quell, tactics, persevere, conscientious, supportive Vivid, retired, trembles, crinkled, melodic Radically, embodies, indivisible, revolutionary, iconic	
Assessments, Products, Projects	Weekly progress checks (Sample from Week 1; all progress checks found on Savvas Realize Platform) Informal observations about reading behaviors Reading response journals	

	Student notes from My View workbook Unit 3 assessment
Text, Materials, and Resources	My View workbook, Savvas Realize online

	Grade 5 Literacy: WRITING Number of Days: 25 to 30 days
	Unit THREE: REFLECTIONS (OPINION)
Essential Questions	How do the experiences of others reflect our own?
Content Standards	W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1B - Provide logically ordered reasons that are supported by facts and details. W.5.1C - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1D - Provide a concluding statement or section related to the opinion presented. W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2D - Use underlining, quotation marks, or italics to indicate titles of works.

	L.5.3A - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
Concepts and subskills	Organize an opinion essay Analyze point of view Analyze reasons and information Brainstorm a topic and opinion Plan an opinion essay Develop an opinion Develop reasons Support reasons with facts and details Include graphic features Use technology to produce writing Develop an introduction and conclusion Develop reasons and supporting information Compose with transitions Use formatting Use technology to interact and collaborate Edit for capitalization Punctuate titles Revise by rearranging and combining information for clarity Participate in peer editing/incorporate peer suggestions Publish a final draft	PRACTICES Brainstorm an idea Annotate text Take notes from sources Plan an opinion essay using a graphic organizer Write (workshop format) Revise for clarity and detail Edit Conference with teacher and peers Use feedback to revise/edit Publish writing
Content Objectives "I can Statements"	I can use elements of opinion writing to write an essay. I can support an opinion with reasons and evidence. I can evaluate evidence and select facts and details that best support my reason and opinion. I can synthesize information from multiple sources.	
Content Vocabulary	Opinion Persuade	

	Reason Evidence Elaboration
Assessments, Products, Projects	Pre-Assessment - Performance-Based Assessment - Should Kids Spend More Time In School? Post-Assessment - My View: Unit 3 Performance-Based Assessment Free Range Parenting vs. Helicopter Parenting SRSD Opinion Essay Rubric
Text, Materials, and Resources	SRSD Opinion Essay Rubric My View - Unit 3 Mentor Texts Zoo Essay

	Grade 5 Literacy Number of Days: 25 to 30 days
	Unit FOUR: Social Studies: Connections (History) Liberty
Essential Questions	What does it mean to be free? • Why should people work together to help others achieve freedom? • How can ordinary people contribute to a fight for freedom? • What can governments do to protect our freedoms? • What are some things people can do when their freedom is limited? • How can going to a new place give a person new opportunities?
Content Standards	RI - 2 - Determine two or more main ideas from the text. Explain how they are supported by key details. RI - 7 - Draw on information from multiple print or digital sources demonstrating an ability to locate an answer to a question quickly. RL - 6 - Describe how a narrator's or speaker's point of view influences how events are described. RL - 1 - Quote accurately from a text when explaining with the text says explicitly when drawing inferences from the text. RL - 4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

	RI - 5 Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts of information in two or more texts.	
Concepts and subskills	Analyze Characters Evaluate Details Infer Multiple Themes Monitor Comprehension Interpret Text Structure Summarize Explain Relationships between ideas Generate Questions Explain Author's Purpose Make inferences	Practices Annotate, close read strategies Locate text evidence Partner turn and talk Written Response Oral Response
Content Objectives "I can Statements"	I can develop knowledge about language to make connections between reading and writing.	
Content Vocabulary	Endure, ponder, commotion, commenced, strapping, resembled, suspicious, relaying, stalking, solemnly, convention, delegates, ratification, petition, violations, segregation, mistreated, qualified, demonstrators, sympathize, provisions, terrain, settlement, bandits, oblige	
Assessments, Products, Projects	Weekly progress checks (Sample from Week 1; all progress checks found on Savvas Realize Platform) Informal observations about reading behaviors Reading response journals Student notes from My View workbook Unit 4 assessment	
Text, Materials, and Resources	My View workbook, Savvas Realize online	

	Grade 5 Literacy: WRITING Number of Days: 25 to 30 days	
	Unit FOUR: LIBERTY (SCIENCE FICTION)	
Essential Questions	What does it mean to be free?	
Content Standards	W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3B - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3D - Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) L5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L5.1A - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L5.2A - Use punctuation to separate items in a series. L.5.3A - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
Concepts and subskills	Organize a science fiction story Analyze characters and setting Analyze plot Set a purpose	PRACTICES Brainstorm an idea Plan a narrative using a graphic organizer Write (workshop format) Revise for clarity and detail

	Plan a science fiction story Develop characters Develop setting Develop conflict Develop the resolution Develop dialogue Organize an introduction Organize a sequence of events Choose pacing of events Develop the plot Select a different genre Edit for prepositions and prepositional phrases Edit for irregular verbs Edit for collective nouns Edit for subordinating conjunctions Edit for punctuation marks Revise by adding/deleting ideas for clarity Edit for indefinite pronouns Publish writing	Edit Conference with teacher and peers Use feedback to revise/edit Publish writing
Content Objectives "I can Statements"	I can use elements of science fiction to write a short story. I can use dialogue effectively. I can use showing details to provide description and develop characters, setting, and plot. I can connect the setting in my story to the characters and plot.	
Content Vocabulary	Science fiction Narrative Freedom Character Setting problem/goal	

	Solution Sensory detail Transition Dialogue Figurative language
Assessments , Products, Projects	Pre-Assessment - Completed prior to Unit 1 (Snow Pups - linked under Unit 1) Post-Assessment: (My View Unit 4 Performance-Based Assessment - Runaway John) SRSD Narrative Rubric
Text, Materials, and Resources	SRSD Narrative Rubric Mentor Texts MyView - Unit 4 Dialogue Slides Word Choice Slides Show, Don't Tell Slides

	Grade 5 Literacy Number of Days: 25 to 30 days
	Unit FIVE: Systems (Science)
Essential Questions	How do elements of systems change? • How do rocks form and change over time? • What can cause water to change form? • How can Earth's changes affect where and how we live? • How do human actions create and change cycles? • How much should people try to influence natural systems?
Content Standards	RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

	RL-2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI-2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI-8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Concepts and subskills	Identify Main Idea and Details Make Connections Interpret Text Features Confirm and Correct Predictions Analyze Plot and Setting Make Inferences Compare and Contrast Accounts Monitor Comprehension Analyze Argumentative Texts	Practices: Annotate, close read strategies Locate text evidence Partner turn and talk Written Response Oral Response
Content Objectives "I can Statements"	I can develop knowledge about language to make connections between reading and writing.	
Content Vocabulary	minerals, particles, deposits, erosion, principles, abundant, substance, condenses, altitude, trickles, comrade, custom, coaxed, revived, heed, edible, compost, conscious, manufacturer, contamination, geological, habitat, debris, advocates, valve	
Assessment, Products,	Weekly Progress Checks (Sample from Week 1; all progress checks found on Savvas Realize Platform) Informal observations about reading behaviors Reading response journals	

Projects	Student notes from My View workbook Unit 5 assessment
Text, Materials, and Resources	My View workbook, Savvas Realize online

	Grade 5 Literacy: WRITING Number of Days: 25 to 30 days
	Unit FIVE: SYSTEMS (POETRY)
Essential Questions	How do elements of systems change?
Content Standards	W.5.3D - Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. L.5.1A - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1D - Recognize and correct inappropriate shifts in verb tense L.5.2D - Use underlining, quotation marks, or italics to indicate titles of works.

Concepts and subskills	Analyze poetry Analyze sounds of poetry Analyze structure (look) of poetry Brainstorm ideas/plan a poem See like a poet Use rhythm and rhyme Use figurative language (personification, simile, metaphors) Use interjections Choose line breaks Develop stanzas Develop poetry with punctuation Develop a rhyme scheme Rewrite for precise meaning Edit for subordinating conjunctions Edit for adjectives Edit titles and show emphasis Edit for collective nouns Edit for irregular verbs Publish a poem	PRACTICES Brainstorm an idea Plan a poem using a graphic organizer Write (workshop format) Revise for clarity, detail, and language Edit for effective punctuation Conference with teacher and peers Use feedback to revise/edit Publish writing
Content Objectives "I can Statements"	I can use elements of poetry to write a poem.	
Content Vocabulary	Stanza Line Figurative language Repetition Rhyme	

	Rhythm Onomatopoeia
Assessments, Products, Projects	Assessment: Unit 5 Writing Workshop Assessment
Text, Materials, and Resources	My View - Unit 5 Mentor Texts