Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade ELA Curriculum 2026-2027

Scope and Sequence:

Quarter	Knowledge Strand	Instructional Units
1		Unit 0: Review and Routines
	Life Science	Unit 1: Cultivating Natural Resources
	Character Matters	Unit 2: Developing Characters' Relationships
2	Government and Citizenship	Unit 3: The U.S. Constitution: Then and Now
	Perspectives in Literature	Unit 4: Recognizing Author's Point of View
	Technology and Society	Unit 5: Technology's Impact on Society
3	Themes Across Cultures	Unit 6: Up Against the Wild
	History, Culture, and Geography	Unit 7: Conflicts That Shaped a Nation
	Earth Science	Unit 8: Water: Fact and Fiction
4	Economics	Unit 9: The Economic Development of Cities
	Physical Science	Unit 10: Transforming Matter

Unit 0: Review and Routines

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Review and Routines
Length of Unit: 10 Days
This unit should be used in place of the Foundations and Routines in Benchmark Advance.

Overview of Unit:
In this unit, students will learn routines, procedures, and protocols they will use all year in reading, writing, and phonics and word study. Students will begin building the foundation of their class literacy community.

Topic 1 (Week 1)
In week 1, students will learn expectations for active listening, partner and discussion protocols, and how to preview and choose books. Students will also work to make connections to text and begin to broaden their vocabulary. In writing, students will work with sentences, the foundation of all writing. These lessons are adapted from *The Writing Revolution 2.0* by Judith C. Hochman and Natalie Wexler. According to the book, "The importance of spending plenty of instructional time working with sentences can't be stressed enough. Students need to move from writing the way they speak to using the structures of written language." Students will learn to distinguish between sentences and fragments, correct run-ons, and expand sentences to include more information. In word study, students will review types of syllables and use that knowledge to read and spell.

Topic 2 (Week 2)
In week 2, students will focus on author's purpose, questioning, and making predictions in reading. They will also continue to build their stamina for independent reading. In writing, students will continue to work with sentences, learning to combine sentences with coordinating conjunctions. Students will also work on writing a reading response and a book recommendation. In word study, students will continue to review types of syllables, including the Schwa syllable. They will also review homophones, review inflectional endings that require spelling changes, and learn how to take the cumulative spelling assessment and dictation they will take each week throughout the year. Students will end their 10 days of phonics and word study by learning the Reading Big Words Strategy they will use all year long.

Getting Ready for the Unit:

- Create the procedure for calling students to the lesson meeting area.
- Create the routine you want to use for students to select independent reading books. Will students access your classroom library, the school library, or both? When is an appropriate time for students to browse and select new books?
- Gather fiction and nonfiction books you'd like to read to your class in the first 10 days.
- Familiarize yourself with your online Benchmark Advance platform. Scroll through all of the resources. You will be directed to access some of these resources in this unit.
- Find both the online and the physical copy of your Read-Aloud Handbook from Benchmark Advance.
- Consider what materials students will need for Reading, Writing, and Phonics and Word Study and how they will be organized.

Essential Question:

- How does understanding words, sentences, and text help us become stronger readers and writers?

Enduring Understandings:

- Strong readers use strategies to understand words, ideas, and texts.
- Readers think deeply about texts by making connections, asking questions, and making predictions.
- Understanding syllable patterns and word parts helps readers decode unfamiliar words.
- Writers use complete sentences, details, and conventions to communicate clearly.
- Listening, speaking, and collaboration help build a successful community of readers and writers.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary by:
    - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
    - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.1.D** Read independently for multiple purposes over sustained periods of time to:
    - 5.R.1.D.a read a text that is developmentally appropriate
- **5.RF.3.A** Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula

- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 5.W.1.C.b edit for language conventions
- **5.W.2.A.** Write opinion texts that:
    - 5.W.2.A.a introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
    - 5.W.2.A.b state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
    - 5.L.1.A.e produce a variety of complex sentences in writing
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	2
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	2
5.R.1.D.a	Read independently for multiple purposes over sustained period of time	Select appropriate texts for independent reading Read independently Maintain focus and stamina over extended reading time Adjust reading behaviors based on purpose (skimming, rereading, note-taking)	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
5.RF.3.A.b	Read root words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.C.a, b	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas so information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version Identify and correct errors in capitalization, punctuation, grammar, and spelling	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Apply grammar rules accurately	
5.W.2.A.a, b	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide relevant reasons that support the opinion Support each reason with facts and details	3
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.L.1.A.e	Produce a variety of complex sentences in writing	Explain what makes a sentence complex (an independent clause with one or more dependent clauses) Use subordinating conjunctions correctly (e.g., because, although, when, while, if, since) Write complex sentences that are grammatically correct and complete Vary sentence structure by combining simple, compound, and complex sentences Apply correct punctuation in complex sentences (e.g., commas where needed)	1
5.SL.1.A.b	Listen to, pose, and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
• Foundational Skills Screeners (Found under Intervention: Teacher Guides and Quick Checks in the online platform) • Phonological Awareness Assessment • Interim Assessment 1 (preassessment for the year)	

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
community predict/prediction preview identify analyze response rationale protocol stamina genre	syllable schwa digraph diphthong grapheme phoneme decode prefix suffix fragment conjunction

Week 1

Day 1

Phonics and Word Study	Reading	Writing
3. Review the Closed Syllable Pattern	1. Creating a Community of Readers/Independent Reading 2. Choosing a Good Book for Independent Reading and Practicing Independent Reading	4. Fragments or Sentences?

Engaging Experience 1 (Reading -1):
Teaching Point: *Today we are going to learn what it means to be part of a community of readers and identify the skills we need to be successful during reading instruction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to begin by transitioning students to the whole-group meeting area. If students sit at tables or in groups, call one table at a time using a signal of your choosing. Remind students to push in their chairs quietly and walk silently to the meeting area. As students come to the meeting area, set expectations for active listening and respectful discussion behaviors during whole-group conversations.

  Once students are gathered, introduce the idea of a **community of readers**. Ask students to turn and talk with a partner about what comes to mind when they hear the phrase **community of readers**. After a few minutes of discussion, invite students back to the whole group. Ask volunteers to share ideas they discussed with their partners.

  Create a two-column anchor chart. Label one side **Community of Readers** and the other side **Needed Skills**. See possible answers in your Teacher Resource System (TRS) page RR2. Review the **Needed Skills** column with students and explain that these are the behaviors and expectations that will help everyone succeed during reading instruction.

Suggestions: *Consider creating the Community of Readers anchor chart with students so they feel ownership of the expectations. Post the anchor chart in a visible area of the classroom and refer back to it during reading instruction throughout the year. Encourage students to add additional ideas to the chart as the reading community develops.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to learn how readers choose books for independent reading by thinking about their interests, favorite authors, genres, and recommendations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.D.a, 5.SL.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to introduce a book you'd like to read aloud. Show students the cover of the book and say the title and author/illustrator. Ask students to make predictions about the book by asking questions such as: *What do you think this book will be about? Why do you think I selected this book to read to you today?*

  Allow students to share their thinking. After hearing a few responses, explain your reasoning for choosing the book. Read the selected book aloud to students. Explain that students will now have the opportunity to select a book for independent reading. Give students a few minutes to choose a book from the classroom library, book bins, or another designated area.

  After students have selected a book, signal for attention and ask students to share with a partner the reason they chose their book. Use the structure **Stand-Up, Hand-Up, Pair-Up** to help students find a partner. Instruct students to stand up, raise their hand, and pair up with the first person they make eye contact with. Once partners are formed, students should share their book title and explain why they chose it.

  Show students where you would like them to do their independent reading. Explain your expectations that everyone remains in their seat the entire time and that they read the whole time. Explain that this time should be quiet so that everyone can do their best. Set a timer for 5 minutes. Stop early if any students are not meeting expectations. If students make it to 5 minutes, give specific praise and then let them know they will work on adding to their stamina in the following days.

Suggestions:

- *Consider creating a "How Readers Choose Books" anchor chart using student ideas generated during the lesson. Refer to the anchor chart throughout the unit when students select books for independent reading. Model thinking aloud about why you chose the read-aloud book to demonstrate how readers make book choices. If students struggle to select a book, guide them toward books related to their interests, favorite genres, or previously enjoyed authors.*
- *A mini-poster with directions for Stand-Up, Hand-Up, Pair-Up and other Kagan structures is available on Coaches' Corner in the Kagan Resources folder.*

Bloom's Level: Apply
DOK: 3

<u>Engaging Experience 3 (Phonics and Word Study-3):</u>
Teaching Point: *Today we are going to read and divide words with Closed syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Closed syllable** ends in a consonant and has a short vowel sound. Say that because the vowel is closed in, it doesn't feel confident to say its name. Write the word **hit** and underline the **t** to show that the syllable ends in a consonant, which closes in the vowel **i**. The **i** uses its short sound in **hit**.

  Write the words **mitten**, **dentist,** and **rabbit**. Model dividing the words into syllables and reading them, using what you know about closed syllables. Remind students that when two

consonants appear in the middle of a word, the syllable is usually divided between the consonants.

Write the syllables **nap kin**, **cab in**, **kit ten**, and **in sect**. Guide students to blend the syllables to read the words. Ask the students what kind of syllables they are and how they know. (They are all closed syllables, and you know because the vowel is closed in by the consonant and is making the short sound.) Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Have partners take turns reading additional words such as **contest**, **fabric**, **muffin**, and **plastic**. Ask students to identify the closed syllables in each word. Invite students to skim classroom books for other words with closed syllables and add them to a class chart.

Suggestions:

- *You can use the first of these Syllable Division Posters with this lesson if you'd like. "When I bump into two, there's one for me and one for you."*
- *Consider starting an anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 4 (Writing-4):
Teaching Point: *Today we are going to learn to tell fragments from sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to tell students that it is important to understand sentences, because they are the building blocks for all of the writing we do. In order to be a sentence, there needs to be a SUBJECT (naming part) and a VERB (action or state of being). If you are missing one of those, no matter whether there are only a few words or a lot of words, it is a fragment. Write or display these examples and ask students to tell you if it's a sentence or a fragment. Students can use white boards, response cards, or a hand signal (for instance 1 finger for sentence and 2 fingers for fragment) so that everyone has an opportunity to respond. Write all examples with a capital and punctuation so as not to give away the answer. Talk about the correct answer with each example and why that is the correct answer. Identify the subject and/or verb.
    - In the book. (no)
    - He ate. (yes)
    - Around the corner and across the street two boys. (no)
    - The baby cried. (yes)
    - The teacher exhaled slowly, then smiled. (yes)
    - Over the bridge. (no)
    - She jumped. (yes)

Have partners work together to complete the Sentence or Fragment practice sheet. If there were students who struggled with the examples earlier, work with them in a small group to provide more guidance and immediate feedback.

Bloom's Level: Understand
DOK: 1

Day 2

Phonics and Word Study	Reading	Writing
6. Review the Open Syllable Pattern	5. Previewing Books/ Independent Reading	7. Unscrambling Sentences

Engaging Experience 5 (Reading-5):
Teaching Point: *Today we are going to talk about ways to preview a book.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they selected a book to read during independent reading time. Ask students to share how they knew which book to select. As students share, teach the class a hand signal to agree without blurting out (such as a motion where students point to themselves with their thumb and outward with their pinkie). This will help to establish an expectation that students need to be good listeners and not interrupt during instruction or sharing.

  Show students a book you plan to read to them today and think aloud about how you previewed the book and decided to choose it for today's reading. See the ideas for a possible anchor chart in your TRS on page RR12.

  After you read aloud, send students into independent reading time. Like on Day 1, show students where you would like them to do their independent reading. Explain your expectations that everyone remains in their seat the entire time and that they read the whole time. Explain that this time should be quiet so that everyone can do their best. Set a timer for 5 minutes or more if the students met this benchmark previously. Stop early if any students are not meeting expectations. If students make it to their goal, give specific praise and then let them know they will work on adding to their stamina in the following days.

Suggestions: *Create a stamina graphic: a funnel, bar graph, or line graph for the class to see their growing independent reading stamina.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Phonics and Word Study-6):
Teaching Point: *Today we are going to read and divide words with Open syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that an **Open syllable** ends in a vowel and usually has a long vowel sound. Say that

because the vowel is not closed in, it feels confident to say its name. Write the word **so** and underline the **o** to show that the syllable ends in a vowel, which makes its long sound.

Write the words **even**, **frozen, moment**, and **music**. Model dividing the words into syllables and reading them, using what you know about open syllables. Remind students that when one consonant appears in the middle of a word, the syllable is divided before the consonant most of the time, but if reading the word that way does not make sense, students need to be flexible and move the consonant to the first syllable, creating a closed syllable, such as with the word **lemon**.

Write the word parts **ba sic**, **mi nus**, **se cret**, and **si lent**. Guide students to blend the syllables to read the words. Ask the students what kind of syllables they are and how they know. (The first syllables are all open, and you know because the vowel is not closed in by the consonant and is making the long sound. The second syllables are all closed.) Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Have partners take turns reading additional words such as **human**, **open**, **pilot**, and **pupil.** Ask students to identify the syllables in each word as closed or open. Invite students to skim classroom books for other words with open syllables and add them to a class chart.

Suggestions:

- *You can use the third of these Syllable Division Posters with this lesson if you'd like. "When I bump into one, you get one, and I get none!"*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 7 (Writing-7):
Teaching Point: *Today we are going to put scrambled sentences into the correct order.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to let students know that as we continue to work with our building blocks of writing—sentences—today we are going to put jumbled sentences in order. In doing this work, students will be deepening their understanding of syntax, rules of punctuation, and capitalization.

  Pass out the Scrambled Sentences sheet. Model thinking aloud and fixing the first jumbled sentence. Use the next two or three sentences for guided practice. Then, let students do the remaining sentences on their own or with a partner. Come back together to go over the correct answers, discuss misconceptions, and underscore the need for correct capitalization and punctuation.

Suggestions:

- *If students do not capitalize "Missouri" in sentence #2, make sure to talk about the importance of capitalizing proper nouns as well as the beginnings of sentences.*

Bloom's Level: Apply
DOK: 1

Day 3

Phonics and Word Study	Reading	Writing
9. Review the VCe Syllable Pattern	8. Good Listening Habits/ Read Aloud Expectations	10. Correcting Run-On Sentences

Engaging Experience 8 (Reading-8):
Teaching Point: *Today we are going to build good listening habits.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to let students know that listening is a crucial skill for school. Students need to listen to you and to each other in order to learn. It is also important to listen to others to let them know they are an important part of the class community.

  Refer to your read aloud time yesterday. Remind students what went well in their listening behavior. Set your expectations for today's read-aloud (and for all lessons in the future). Some possible items for an anchor chart could include:
  - Stay in your seat/carpet spot
  - Keep your body safe
  - Keep your eyes on the speaker
  - Only speak if it's your turn
  - Keep your mind on what is being said

  As you read aloud, stop and pause to ask questions.

  Introduce the **Turn and Talk: Why Do You Think That?** protocol from Benchmark. Emphasize that students need to turn so that they can look at each other when talking with their partner.
  - **Partner A:** States their idea
  - **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
  - **Partner A:** Provides rationale "I think that because_____"
  - **Partner B:** Responds "I agree because _____ or I disagree because _____."
  - **Partner A:** Asks for Partner B's idea.

  Circulate to support and prompt deeper thinking. Close by giving feedback on the students' first time to use the **Why Do You Think That?** protocol as well as their ability to show good listening habits.

Suggestions: *See the lesson in your TRS pages RR6-7 for more ideas to practice listening.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 9 (Phonics and Word Study-9):
Teaching Point: *Today we are going to read and divide words with VCe syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **VCe (vowel-consonant-e) syllable** ends in the "magic e" or "say your name e." Say that because of the **e**, the vowel says its long sound. Write the words **tap** and **tape**. Point out that the **final e** in tape is silent. The vowel **a** and the **final e** work together as a team so that the vowel says its name, the long vowel sound /ā/.

  Create and display a **final e** chart. Write the words: **brave**, **smile**, **stone**, **cube**, **concrete**. Read aloud the words and have students repeat. Model identifying the **final e** spelling (underline or highlight it). Place each word in the correct column on the chart.

a_e	e_e	i_e	o_e	u_e

  Provide additional words for students to read and sort: **these**, **mistake**, **explode**, **translate**, **inside**, **complete**, **mule**, **cute**, **twice**, **inmate**, **compete**, **invade, membrane, useful**. Have partners read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **final e** syllables to add to the class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, and VCe syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-10):
Teaching Point: *Today we are going to learn to identify and correct run-on sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.L.1.A.e
Detailed Description/Instructions:

- **One way to do this** is to tell students that a run-on sentence is kind of the opposite of a fragment and that neither is appropriate in written communication. Run-on sentences have multiple subjects and verbs and need to be separated into individual or compound sentences.

Put this run-on sentence (or another that you create) on the board or chart paper: *Leslie showed Jess the kingdom of Terabithia, and it was a magical place in the woods where they could be themselves, they were king and queen of this land, it was their escape from the real world.*

Ask a student to read the sentence aloud, without pausing, and then ask the class what's wrong with it. Allow students to help you fix this run-on into individual complete sentences.

Pass out the Run-On Repair sheet. Either work through these together or release students to work with a partner or on their own if they are ready.

Suggestions:

- *If you find that your students struggle with run-on sentences, you could incorporate a daily sentence for morning work until you see students start correcting them in their own writing.*
- *Run-on sentences are often connected with many "ands." Having students investigate the "ands" in their sentences, will help them see if they have run-on sentences in their writing.*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
12. Review the Vowel-r Syllable Pattern	11. Making Connections	13. Sentence Expansion

Engaging Experience 11 (Reading-11):
Teaching Point: *Today we are going to learn about making connections as we read.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to tell students that it is important to make connections as we read. Making connections helps us to think about our reading, reminding us what we might already know about the topic and helping us connect to other things we have read. Let students know that they can make connections to themselves, to other texts, and to the world.

  Model making connections with the first few pages of a read-aloud book. After you have made a few connections, tell the class that they are going to be thinking of their own connections throughout the rest of the book. Stop every few pages to allow students to share their connections. Use your agreed upon hand signal from EE5 when students agree with each other so that you continue to establish your expectation that there is no blurting out during instruction or sharing.

  After the read-aloud, ask students to think about the importance of making connections. Introduce the **Share and Reflect** protocol from Benchmark. Tell students that you are

going to model this protocol today.

- **Step 1: What did I do?** "*When reading I …"*
- **Step 2: How did I feel?** *"When I was reading, I felt …"*
- **Step 3: What do I think?** "*The _____ connections I made helped me because _____."*
- **Step 4: What next?** "*I have a better understanding of _____."*

Give students feedback on how well they followed your expectations for listening during a lesson. Even if the feedback includes things to continue to work on, make sure to give plenty of positive specific feedback. If time, allow students to practice the **Share and Reflect** protocol with a partner.

Suggestions:

- *If you find yourself running out of read-aloud books, you can also use readings from your Read-Aloud Handbook. You have a physical copy, and it is also online in your Benchmark Advance platform.*
- *Find the Read-Aloud Professional Guide in your online Benchmark Advance platform and under Reproducible Bookmarks, print the Make Connections bookmark for students.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 12 (Phonics and Word Study-12):</u>
Teaching Point: *Today we are going to read and divide words with Vowel-r syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Vowel-r syllable** includes an r-controlled vowel /är/, /ôr/, /ûr/. Words with the /är/ sound, as in car, are spelled with -ar. Words with the /ôr/ sound can be spelled with -or as in fork, -oar as in soar, or -ore as in more. Words with the /ûr/ sound can be spelled with -er as in verb, -ir as in girl, and -ur as in burn.

  Create and display **a Vowel-r syllable** chart. Write the words: **corn**, **part**, **soar**, **more**, **verb**, **burn**, **girl**. Read aloud the words and have students repeat. Model identifying the r-controlled vowel spellings (underline or highlight them), and place each word in the appropriate column on the chart.

ar	or	oar	ore	er	ir	ur

Provide additional words for students to read and sort: **scoring, monster, arctic, disarm, hornet, roaring, boarded, orbit, tarnish, conserve, immerse, disturb, burden, current, birthday, confirm**. Have students read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **Vowel-r** syllables to add to a class chart.

Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed,

open, VCe, and Vowel-r syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. You may not know that while there are 5 vowels (sometimes 6), there are 18 different vowel sounds! Here are slides that also include the Consonants and their spellings from the sound walls.*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Writing-13):
Teaching Point: *Today we are going to expand sentences to give our readers more information.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.L.1.A.e
Detailed Description/Instructions:

- **One way to do this** is to let students know that when they are writing, it is important to give their readers enough information so that they can understand what we want to tell them. Answering the questions *who, what, when, where, why*, and *how* in our writing will help us to do that. Tell students that we are going to expand kernel sentences (very short sentences) to practice this.

  Give students this kernel sentence: **It sprouts**. Let students help you to answer these questions about the kernel sentence. Don't add the possible answers in the parentheses unless students need the help.

  What? (seed)
  When? (after it gets water and sunlight)
  Where? (soil)

  Model how you can take the answers to those questions to create a sentence with important details: **After it gets water and sunlight, a seed sprouts in the soil**. (This sentence starts with a dependent clause, which needs to be followed by a comma. You could also write **A seed sprouts in the soil after it gets water and sunlight**.)

  Hand out the Expanding Kernels sheet and work through the other examples together or allow students to work with a partner or on their own, depending on your assessment of their ability to do this work. Share the results if students did partner or independent work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
15. Review the Vowel Team Syllable Pattern	14. Developing Vocabulary and the Define/Example/Ask Routine	16. The Four Sentence Types

Engaging Experience 14 (Reading-14):
Teaching Point: *Today we are going to develop vocabulary as we read an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to let students know that it is important to learn new words to understand what we read. Tell students that this year they will be using the **Define/Example/Ask Routine** every time we read a new text.

  Use the text *Agriculture, Part 1* from your Read-Aloud Handbook. You can choose to display the text on your screen or make copies for students from your physical book. Display the following words one at a time: **agriculture, teeming, acquire, harvest, domesticated, archaeologist**. For each word, you will give the definition and an example. Then you will ask students to Turn and Talk to give an example or answer a question. This is an oral routine. Students do not need to write these words. When students write definitions, the cognitive work shifts from thinking about the word to writing and copying.

Word	Definition	Example	Ask (Turn and Talk)
agriculture	The science and practice of framing. **Agriculture** includes growing plants and raising animals to provide food and materials we use to live.	A lot of the **agriculture** in our country takes place here in the midwest where we live.	Would you expect there to be much **agriculture** in New York City? Would the Kansas plains be a good area for **agriculture**?
teeming	Completely full of living things, movement, or activity. **Teeming** is often used to describe things that are overflowing.	Before we built Angeline Washington, some of our schools were **teeming** with students. There weren't even enough classrooms for all of them. We had to use trailers!	Can you name a place that would be **teeming** with people? Is Antarctica **teeming** with people?

Word	Definition	Example	Ask (Turn and Talk)
acquire	To get, buy, or learn something. A person can **acquire** things, knowledge, or skills.	My daughter **acquired** a lot of stuffed animals over the years. She would never give one up.	What is something you have **acquired**? What new skills do you think you will **acquire** in 5th grade?
harvesting	The process of picking, cutting, or collecting plants and food when they are fully grown and ready to eat.	Farmers work hard at the end of the summer **harvesting** corn.	Would you **harvest** a vegetable when it first starts to grow?
domesticated	Bringing wild animals or plants under human control so they can live closely with people, depend on us for care, and be helpful as pets or food sources.	Your pet dog is a **domesticated** relative of a wild wolf. My cat is a **domesticated** relative of the African wildcat.	Do you have any **domesticated** animals that live with you?
archaeologist	A scientist who studies human history by digging up and examining the objects, tools, and ruins that people left behind.	Indiana Jones movies make being an **archaeologist** look really exciting!	Have you ever seen a movie with an **archaeologist** in it? What is something you think an **archaeologist** might find?

Suggestions: *The Read-Aloud Handbook is available as a physical book in your Benchmark Advance Materials and is also available on your online platform.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 15 (Phonics and Word Study-15):
Teaching Point: *Today we are going to read and divide words with Vowel Team syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Vowel Team syllable** includes two vowels (vowel digraphs) that work together to create a single vowel sound. Vowel digraphs include common teams such as **ai** in **rain**, **ee** as in **free**, and **oa** as in **boat**. They also include diphthongs such as /oi/ spelled **oi** as in **coin** or **oy** as in **boy** and /ou/ spelled **ou** as in **loud** or **ow** as in **cow**.

Create and display a **Vowel Team syllable** chart. Write the words: **contain, ointment, blackout**, **towel**, **freedom**, **upload**, **cowboy**. Read aloud the words and have students repeat. Model how you identify the Vowel Team spellings (underline or highlight them), and place each word in the appropriate column on the chart. Also ask students what type of syllable the other syllable is to continue to review.

ai	ee	oa	oi	oy	ou	ow

Provide additional words for students to read and sort: **explain, indeed, poison**, **downtown**, **maintain**, **enjoy**, **account**, **mountain**, **raincoat**, **overload**. Have students read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **Vowel Team** syllables to add to a class chart.

Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, and Vowel Team syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *You can use the second of these Syllable Division Posters with this lesson if you'd like. "When I bump into three, blends and digraphs I must see!"*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 16 (Writing-16):
Teaching Point: *Today we are going to learn about the four types of sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.e
Detailed Description/Instructions:

- **One way to do this** is to tell students that all sentences, no matter how long or short, are one of four types of sentences. **Declarative** sentences are statements and are the most common type of sentence. **Imperative** sentences are commands, instructions, or advice. Sometimes imperative sentences have an implied subject, such as "Visit a national park." The implied subject is "you." **Interrogative** sentences are questions, and **exclamatory** sentences are exclamations.

Show students these sentence examples and ask them to use white boards or hand signals to give you an answer on what type of sentence each example is.

Tony doesn't want to go. (Declarative)

Don't go, Tony! (Exclamation)

Does Tony want to go? (Question)

Go now. (Command)

Use one of the vocabulary words from your reading lesson today and ask students to help you write a sentence of each type with that word in it. Choose a second word from your reading lesson and ask students to work in partnerships to create one of each type of sentence with that word in it. Ask students to display their completed sentences on their desks and let the class do a gallery walk to look at each others' work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review the Consonant-le Syllable Pattern	1. Author's Purpose - Inform	3. Because, But, So

Engaging Experience 17 (Reading-1):
Teaching Point: *Today we are going to understand Author's Purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to prepare a three-column chart on chart paper to fill in after the read-aloud. Leave enough space at the bottom of the chart for students to add sticky notes with the names of the books students are reading as examples of the different purposes. This will become your Author's Purpose Anchor Chart (see your TRS page RR19 for an example). Tell students that authors write for different purposes. We can usually put a book or article in one of three different purposes.

  Display or ask students to get out their copies of *Agriculture, Part 1*, the text you used in yesterday's reading lesson. Allow students a few minutes to review the text and then tell students that they are going to use the **Turn and Talk: Why Do You Think That?** protocol again. Students will be answering the question, "What do you think the author's purpose is for *Agriculture, Part 1"*

- **Partner A:** States their idea
- **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
- **Partner A:** Provides rationale "I think that because_____"
- **Partner B:** Responds "I agree because _____ or I disagree because _____.
- **Partner A:** Asks for Partner B's idea.

Circulate to support and prompt deeper thinking. Close by giving feedback on the students' use of the **Why Do You Think That?** protocol as well as their ability to show good listening habits.

Bloom's Level: Analyze
DOK: 3

Engaging Experience 18 (Phonics and Word Study-2):
Teaching Point: *Today we are going to read and divide words with Consonant-le syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Consonant-le syllable** includes syllables that end with a consonant followed by the letters "**l**" and "**e**."

  Write the words **bubble**, **battle, fizzle**, and **dimple**. Model dividing the words into syllables and reading them, using what you know about Consonant-le syllables. Ask students to help you identify the syllable type for each syllable in each word (they are all Closed syllables + Consonant-le).

  Have partners take turns reading additional words such as **dangle**, **crumple**, **humble**, **grumble, huddle, mantle, meddle, nozzle, speckle.** Ask students to identify the syllable types in each word. Invite students to skim classroom books for other words with Consonant-le syllables and add them to a class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, and Vowel Team syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *You can use the first of these Syllable Division Posters with this lesson if you'd like. "When I bump into two, there's one for me and one for you."*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more*

explanation and resources for understanding syllable types/patterns.
Bloom's Level: Apply
DOK: 2

Engaging Experience 19 (Writing-3):
Teaching Point: *Today we are going to learn another strategy to help us expand our sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.L.1.A.a, e
Detailed Description/Instructions:

- **One way to do this** is to remind students of the kernel sentences they worked with earlier that they expanded to give their readers more information. Tell students that today we are going to use conjunctions to help us expand sentences.

  Tell students that the words **because, but, so** are all conjunctions that help us to combine ideas in sentences. Tell students that you are going to give them sentence stems with one of these conjunctions that they will use to help them to expand the sentence to give more information. Do these examples together:

  Seeds need light to grow because _____.
  Seeds need light to grow, but _____.
  Seeds need light to grow, so _____.

  Have students work with a partner to complete the Because, But, So sheet. Circulate as students work in order to give feedback and help as needed. Have students come back together to share their sentences.

Suggestions:

- *Tomorrow's lesson will focus on coordinating conjunctions that combine two complete sentences and need to include a comma. But and So are coordinating conjunctions. There needs to be a comma before the conjunction that is combining the two sentences. Because is a subordinating conjunction. It does not require a comma.*
- *When students do the Because, But, So activity with a sentence stem that relates to content, it helps students deepen their understanding of the topic, gives you a formative assessment of their understanding, and allows practice with vocabulary.*

Bloom's Level: Create
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
5. Learn About the Schwa Syllable Pattern	4. Author's Purpose - Entertain	6. Combining Simple Sentences with FANBOYS #1

Engaging Experience 20 (Reading-4):
Teaching Point: *Today we are going to understand author's purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they read a text where the

author's purpose was to inform. Show students your anchor chart from yesterday and tell students that today we will read another text and decide which purpose it should be included with.

Read aloud any fiction text that you'd like to read. When you have finished reading, ask students to do **Stand-Up, Hand-Up, Pair-Up** again. Precorrect any behavior that did not meet expectations from Day 1 when students first used this structure. Students often have to be reminded that "drivebys" are not acceptable and make others feel rejected. Once students have their partner, they should talk about what they think the author's purpose was and why they think that. Circulate to hear student answers to gauge student understanding.

Once students are back on the carpet, have them reflect on why knowing the author's purpose is helpful in understanding the text. Talk about how you would read a text for entertainment differently from a text for information.

Suggestions: *A mini-poster with directions for Stand-Up, Hand-Up, Pair-Up and other Kagan structures is available on Coaches' Corner in the Kagan Resources folder.*
Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 21 (Phonics and Word Study-5):</u>
Teaching Point: *Today we are going to read and divide words with Schwa syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Schwa** syllable is the trickiest and most common type of syllable. Tell students that the word Schwa comes from Hebrew and German and means "emptiness." Explain that we often refer to a Schwa sound as a "lazy" sound, because we aren't fully saying the vowel sound someone would expect to be there according to the spelling. The Schwa sound also occurs in the unstressed syllable(s) of a multisyllabic word.

  Let students know that the Schwa sound can be spelled with any vowel or vowel team and either makes the short i sound /ĭ/ or the short u sound /ŭ/.

  You can use this video to explain Schwa further if you would like.

  Write the words **amount**, **formal, lemon**, and **reason**. Model dividing the words into syllables and reading them, trying to pronounce them the way you would expect. For instance, for **amount**, instead of saying /u/-mount say /ā/-mount. Ask if this sounds like a word anyone has heard. Point out that when students are sounding out a word, and either the short or long sound does not create a word they have heard, they should try the Schwa sound /ŭ/ or /ĭ/. Do the same with the other words.

  Have partners take turns reading additional words such as **thousand**, **telephone**, **animal**, **parrot, command, focus, syringe, pleasant, comma.** Ask students to identify the syllable types in each word. Invite students to skim classroom books for other words with Schwa syllables and add them to a class chart.

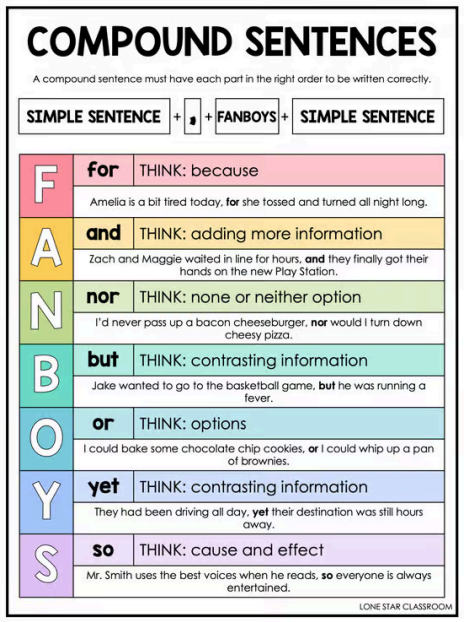
Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, Vowel Team, and Schwa syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *Add to your anchor chart of syllable patterns. This is our last day of syllable types review.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 22 (Writing-6):
Teaching Point: *Today we are going to combine sentences using coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:



- **One way to do this** is to remind students of EE 10 where they worked to correct run-on sentences. They might have chosen to correct the run-ons with a compound sentence, which is when two sentences are joined by a comma and a coordinating conjunction. When we have two sentences, we have choices as a writer. We can leave them as two separate sentences, or we can combine them. Combining sentences adds interest and rhythm to our writing.

  Introduce students to FANBOYS, a fun way to remember the coordinating conjunctions (For, And, Nor, But, Or, Yet, So). Show the Let's Bring It All Together (Conjunctions) video from Discovery Education on your portal to show a short video about coordinating conjunctions if you'd like. Stop at 1:33 to give the focus on coordinating conjunctions.
  Pass out the FANBOYS #1 sheet. Do one or two of the sentences together and then let partners or individuals work on the rest of the sentences. As you are circulating as students are working, correct anyone not including the comma before the coordinating conjunction to help students learn this important convention.

Bloom's Level: Apply
DOK: 1

Day 3

Phonics and Word Study	Reading	Writing
8. Review Homophones	7. Author's Purpose - Persuade	9. Combining Simple Sentences with FANBOYS #2

Engaging Experience 23 (Reading-7):
Teaching Point: *Today we are going to understand author's purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they read a text where the author's purpose was to entertain and before that they read a text where the author's purpose was to inform. Show students the Author's Purpose anchor chart and tell students that today we will read a text meant to persuade.

  Display or pass out copies of *It's The Law* from your Read-Aloud Handbook or use any other persuasive text you'd like to use. As you read, stop to point out words or sentences that show the author's opinion. For instance, while the first two sections of this text are informational, the final section states an opinion in its first sentence, "Child labor is also an international problem." Also draw attention to the call to action in the last sentence.

  When you have finished reading, discuss the difference between a strictly informative text and one that is persuasive.

Suggestions: *The Read-Aloud Handbook is available as a physical book in your Benchmark Advance Materials and is also available on your online platform.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics and Word Study-8):
Teaching Point: *Today we are going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that homophones are words that sound the same but have different meanings and spellings. Remind students that it is important to know the spellings of homophones to distinguish these words when reading and writing. Using context will also provide clues to the word's meaning and usage.

  Write the following words: **flower, flour, piece, peace.** Pronounce each word. Work with students to create context sentences for each word. Prompt them to use a dictionary, if necessary. Distinguish each word's meaning and highlight the spelling.

  Continue by having partners create context sentences for the following homophones: **cite, sight; need, knead; lone, loan; scent, cent; wait, weight; their, there, they're**. Provide time for students to share their sentences by writing them on a chart or the

board. Confirm correct usage with students. Review each word's meaning and spelling.
Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-9):
Teaching Point: *Today we are going to combine sentences using coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students of the work they did with coordinating conjunctions yesterday.

  Talk about how when combining sentences, it is important to choose a coordinating conjunction that makes sense. Write the sentence "Marcus wanted to buy the basketball, so he did not have enough money." Ask students if this sentence makes sense or not. Have students Turn and Talk about what coordinating conjunction they would use instead.

  Pass out the FANBOYS #2 sheet. Do one or two of the sentences together and then let partners or individuals work on the rest of the sentences. As you are circulating as students are working, correct anyone not including the comma before the coordinating conjunction to help students learn this important convention.

Bloom's Level: Apply
DOK: 1

Day 4

Phonics and Word Study	Reading	Writing
11. Review Inflectional Endings and take a Cumulative Spelling Assessment and Dictation	10. Questioning	12. Writing a Response to Reading

Engaging Experience 26 (Reading-10):
Teaching Point: *Today we are going to use questioning to understand what we read.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the lesson in your TRS on page RR39 to teach about thick and thin questions. If your school has learned about Costa's Levels of Thinking from AVID, use the three levels of questions instead.

  Read a text of your choosing and model asking either thick and thin questions or Costa's Level 1, 2, and 3 questions, explaining which level each question is and why. Explain that asking questions before, during, and after reading helps you to think deeply about what you read. As you find answers, it helps you to draw conclusions supported by text evidence.

As students go to do some independent reading, ask them to write at least one question of each type from their reading today.

Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Phonics and Word Study-11):
Teaching Point: *Today we are going to read and spell words with inflectional endings (with spelling changes).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that a suffix is a word part added to the end of a base word. Write the words **stop**, **stopped**, and **stopping**. Point out that the spelling changes when the suffixes ‑ed and ‑ing are added to stop (double final consonant). Repeat with the words t**race**, t**raced**, and t**racing** (drop the e before adding the ending).

  Write base words for students to add the suffixes ‑ed and ‑ing to: **drop**, **like**. Have students write the new words and explain the spelling change needed.

  Provide a list of additional words for students to add the suffixes ‑ed and ‑ing to: **slip**, **trap**, **drip**, **pin**, **rake**, **race**, **slice**, **bake**, **joke**. Have partners take turns adding the suffixes and explaining the spelling change. Have students skim classroom books for other words with suffixes that require a spelling change when added. List these words on a chart based on spelling changes.

  Tell students that throughout the year, they will take a short spelling assessment and write a dictation sentence on day 4 or 5 of a week in each three-week unit (this is called the Cumulative Spelling Assessment and Dictation and can be found in the Phonics & Word Study Resource e-Book under Word Study Resources in your Benchmark Advance platform. Tell students that you are going to practice this now.

  Spelling Procedure
  1. Say each spelling word in the chart below.
  2. Have students repeat the word.
  3. Use the word in a sentence.
  4. Say the word again.
  5. Have students write the word.

  Dictation Procedure
  1. Instruct students to listen carefully as you read the sentence.
  2. Read the sentence.
  3. Have students repeat the sentence.
  4. Have students count how many words are in the sentence.
  5. Read the sentence again.
  6. Instruct students to write the sentence.

Spelling Words (from lessons this week)	**Dictation Sentence**
dripping lamb wrist dimple lemon	I have said a thousand times that fifth grade is the best.

Suggestions:

- *You can choose to collect the work "as is" to gauge students' abilities, or you can give immediate feedback as students write the sentence and ask, "what kind of letters goes at the beginning of the sentence?" or "what do you need to do at the end of a sentence?" or point out words that are incorrect and ask students to correct them if they can.*
- *There are two kinds of suffixes: inflectional and derivational. Inflectional suffixes tell the tense (when something happened) or how many. Derivational suffixes often change the part of speech of the base word. In third grade, students will not encounter Derivational suffixes until Unit 10.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 28 (Writing-12):
Teaching Point: *Today we are going to practice writing a response to our reading.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to ask students to think back to one of the read-alouds shared earlier. Explain that readers sometimes write responses to their reading that include ideas, facts, events, or opinions from the text. Choose one of the questions from your TRS page RR9. Model restating the question in order to start your response.

  Allow two or three students an opportunity to share their ideas. Use these ideas to begin crafting a shared response to the read-aloud book. Point out that you are using proper punctuation and complete sentences when writing.

  Share the other questions from page RR9 that fit your read-aloud and allow students to choose a question to write their own writing response.

Suggestions:

- *Think about where you would like students to do their writing this year. Will you have a dedicated notebook? Will students keep writing in a folder?*
- *Students will need to keep their finished pieces throughout the year somewhere safe. In Unit 10, they will choose a favorite piece from each writing genre to share with the class.*

Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
14. Learn the Reading Big Words Strategy	13. Making Predictions	15. Writing a Book Recommendation

Engaging Experience 29 (Reading-13):
Teaching Point: *Today we are going to make predictions to deepen our comprehension.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to introduce students to the **Preview. Predict. Prove.** protocol from Benchmark. Let students know that making predictions based on previewing a text gets the reader ready to read and develops comprehension as we use the text to see if our predictions were right or wrong. Model each step of the protocol with a text that you choose to read.

- **Step 1 Preview:** Model looking at the cover. Read the back cover. Flip through the pages of the text, noticing text features and illustrations.
- **Step 2 Predict:** Make predictions about what the text is about, what might happen, or what you might learn. Model making one prediction but then allow students to also make predictions.
- **Step 3 Prove:** As you read your text, stop as you find evidence that proves or disproves your prediction. Let students know that even if a prediction turns out to be wrong, it is still important to make it. Making the prediction gets us interested in finding out if we are right or wrong and helps us to pay attention to what we are reading.
- **Step 4 Discuss:** Have a class discussion on how making predictions helped you pay attention to and understand the text. Ask students to turn and talk about how their predictions changed or shaped their understanding of the book.

Suggestions: *If you want to start this lesson with a fun activity that makes clear what a prediction is, see your TRS page RR46-47.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 30 (Phonics and Word Study-14):
Teaching Point: *Today we are going to learn how to use the Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to let students know that they will use the Reading Big Words Strategy all year as they encounter long words they do not know. Tell students that you are going to create this anchor chart together so that they can refer to this chart throughout the year. Begin an anchor chart with the heading "Reading Big Words Strategy." As you add items to the chart, read them aloud.

  1. Look at the word parts (prefixes) at the beginning of the word.

Step away from the anchor chart and write: **disadvantages.** Read the word aloud. Underline the base word (advantage). Circle the prefix (dis). Think aloud about how this helps you: *dis is a prefix that means not.*

2. Look at the word parts (suffixes) at the end of the word.

Draw a box around the suffix(s). Think aloud about how this helps you: *I know that adding the suffix s means that there is more than one.*

3. In the base word, look for familiar spelling patterns to help you figure it out. Think about syllable patterns you have learned.

Look at the underlined base word (advantage). Find the three syllables: ad-van-tage. The first two syllables are both closed, so they use the short vowel sound. The last syllable is a Schwa syllable using the /ĭ/ sound. ("ge" is a spelling for the /j/ sound, which is listed on the consonants from the K-2 sound walls. See slide 12 for a close up for the spellings for /j/).

4. Sound out and blend together the word parts.

Dis-advantage-s

5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in this sentence?"

Think aloud about the meaning: *I know that advantage means something that puts someone or something in a favorable position. Dis means not and s means more than one, so disadvantages must mean "more than one thing that puts someone or something in a less favorable position than someone else."* Give an example such as "The mangy shelter dog had several disadvantages to being adopted" or "Not listening in class and not doing her work gave Anna several disadvantages on the math test." Ask students to think of some examples of disadvantages.

Have student pairs select 2 or 3 unfamiliar words from class or independent reading and use the strategy to read them. Remind students to refer to the anchor chart you just created together.

Bloom's Level: Apply
DOK: 2

Engaging Experience 31 (Writing-15):
Teaching Point: *Today we are going to write a book recommendation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to let students know that today they will recommend a book or genre to their community of readers. Ask students to use the **Turn and Talk: Why Do You Think That?** protocol again. Students will answer the question, "What is a book that you loved that you can recommend?" If students struggle with that question, another question could be, "What is your favorite genre of book?" Quickly review genres such as Historical Fiction, Realistic Fiction, Adventure, Animal Fiction, Biography, Science

Fiction, Fantasy, Informational, Graphic Novel.

- **Partner A:** States their idea
- **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
- **Partner A:** Provides rationale "I think that because_____"
- **Partner B:** Responds "I agree because _____ or I disagree because _____.
- **Partner A:** Asks for Partner B's idea.

Ask a few students to share what their partners said. Give students the sentence starter, "A book/genre I'd like to recommend is" _____ because _____. Model filling out the sentence starter yourself and then giving several reasons to support your opinion.

Send students off to do their own book/genre recommendation. If there is time, allow students to share with partners or do a gallery walk when they are finished writing.

Bloom's Level: Create
DOK: 3

Unit 1: Cultivating Natural Resources

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Cultivating Natural Resources
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read nonfiction informational and opinion pieces about the natural resource of corn. Students will learn about the plant itself and its history, the science of growing corn, and the future of corn crops. Students will investigate why corn is an important resource for people, how the way we develop natural resources has changed over time, and what effect resource development has had on communities and the natural world.

Topic 1 (Week 1)
In week 1, students will work on identifying key details and main idea and explaining cause-and-effect relationships in a text. Students will also draw on information from multiple sources and determine the author's point of view and purpose. In writing, students will analyze an informational text-based prompt and mentor text and take notes from the source text and video. For word study, students will review the short vowel syllable pattern.

Topic 2 (Week 2)
In week 2, students will continue to work on identifying key details and main idea. They will learn to draw on information from charts and graphs, determine the author's point of view and purpose, and integrate information from several texts on the same topic. In writing, students will plan their own informative essay. For word study, students will review long vowel syllable patterns.

Topic 3 (Week 3)
In week 3, students will continue to work on using information from charts and graphs, determine the author's point of view and purpose, and integrate information from several texts on the same topic. In writing, students will write an informative essay and evaluate it based on the rubric. For word study, students will focus on r-controlled vowel spellings that make the /ûr/ sound.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 1 materials

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 progress, the ways in which people develop natural resources change.
- Human development of resources has a lasting impact on the natural world.
- There are costs and benefits to developing resources.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
  - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary by:
  - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
  - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.3.A** Read, infer, and draw conclusions to:
  - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.B** Read, infer, and draw conclusions to:
  - 5.R.3.B.a evaluate if the author's purpose was achieved, identify reasons for the decisions, and provide evidence to support the claim
- **5.R.3.C** Read, infer, and draw conclusions to:
  - 5.R.3.C.c analyze how the pattern of organization of a text influences the relationships
  - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- **5.RF.3.A** Develop phonics in the reading process by:
  - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
  - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
  - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
  - 5.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
  - 5.W.1.B.c categorizing, organizing, and sequencing facts, and details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organization structure
  - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C** Reread, revise, and edit drafts with assistance from adults/peers to
  - 5.W.1.C.b edit for language conventions
- **5.W.2.B** Write informative/explanatory texts that
  - 5.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph

    - 5.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 5.W.2.B.c use an organizational format that suits the topic
    - 5.W.2.B.e contain information using student's original language except when using direct quotations from a source
    - 5.W.2.B.f use transition words to connect ideas within and across categories of information
    - 5.W.2.B.h create a concluding paragraph related to the information
- **5.W.3.A** Apply research process to
    - 5.W.3.A.d select relevant sources, literary and informational
    - 5.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
    - 5.L.1.A.e produce a variety of complex sentences in writing
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	**Unwrapped Concepts (Students need to know how to)**	**Unwrapped Skills (Students need to be able to do)**	**Webb's DOK**
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before reading	2
5.R.3.B.a	Evaluate if the author's purpose was achieved	Identify the author's purpose (inform, persuade, entertain, or explain) Explain what the author intended the reader to think, feel, or learn Evaluate whether the author's purpose was achieved State a clear claim about the effectiveness of the text in achieving its purpose Provide specific reasons why it was or was not successful Support each reason with relevant textual evidence	3
5.R.3.C.c	Analyze how the pattern of organization of a text influences the relationships	Identify the text's organizational pattern (cause/effect, compare/contrast, sequence, problem/solution, description) Explain the relationships between ideas, events, or concepts presented in the text Analyze how the organizational pattern shapes those relationships (e.g. how cause/effect shows why something happens) Use specific examples or evidence from the text to support the analysis Explain why the author may have chosen	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		that structure to help the reader understand the topic.	
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words using phonics, syllabication, and morphology	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2
5.RF.3.A.b	Read roots words, prefixes, and suffixes, and important content-specific words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.W.1.B.a, b, c, e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Establish one clear main idea Write an overall topic sentence at or near the beginning of the first paragraph that clearly states the main idea Support the main idea with relevant details throughout the text Develop supporting paragraphs that elaborate on ideas using relevant facts, details, or events Address the identified audience, organization, and purpose Draft independently, showing the ability to move from planning to a coherent written piece	2
5.W.1.C.b	Reread, revise, and edit drafts to correct language conventions	Identify and correct errors in capitalization, punctuation, grammar, and spelling Apply grammar rules accurately	2
5.W.2.B.a, b, c, e, f, h	Write informative/explanatory texts	Write an introductory paragraph that clearly introduces the topic with a focused topic sentence Develop the topic into well-organized supporting paragraphs Write clear topic sentences for each supporting paragraph Support ideas with relevant facts, details, examples, and quotations Use an appropriate organizational structure Write primarily in their own words, paraphrasing accurately Use direct quotations correctly Use precise transition words and phrases Create a strong concluding paragraph that summarizes or reinforces the key information	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.W.3.A.d	Select relevant resources using the research process	Identify a clear research question or topic Determine what type of information is needed Distinguish between relevant and irrelevant sources Use text features and search tools to evaluate and use sources Choose age-appropriate, credible sources	2
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.L.1.A.e	Produce a variety of complex sentences in writing	Explain what makes a sentence complex (an independent clause with one or more dependent clauses) Use subordinating conjunctions correctly (e.g., because, although, when, while, if, since) Write complex sentences that are grammatically correct and complete Vary sentence structure by combining simple, compound, and complex sentences Apply correct punctuation in complex sentences (e.g., commas where needed)	1
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Interim Assessment 1 (preassessment for the year)	● Unit 1 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 1 Cumulative Spelling Assessment and Dictation ● Unit 1 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
emerge resource environment benefit develop consumers alternative combat integrity favorable dominate inherently resilient sophisticated	adaptable mutually beneficial cost cultivate

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint for Cultivating Natural Resources 2 - "*The Structure of a Corn Plant*" First Reading: Ask Questions to Build Knowledge About Natural Resources.	3-Write an Informative/ Explanatory Essay: Analyze a Mentor Text

Engaging Experience 1 (Unit Introduction 1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about the topic of cultivating natural resources.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 1 multimedia video. Use the Unit 1 Opener to introduce the Essential Question. Explain that as we explore the topic of *Cultivating Natural Resources*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace. It is an oral routine.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to ask questions to build knowledge about natural resources.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Display and ask students to open "The Structure of a Corn Plant." Remind students that readers preview a text to make before-reading inferences about the genre and topic and to think about what they already know. Guide students to notice features of the text (e.g., title, photos, and captions).

Suggestions:

- *Show students how to use the flap of their Cultivating Natural Resources Texts for Close Reading to be a book mark. A space to record learning goals is on the front of the flap,*

and annotation symbols are on the inside.

- *Consider printing the Ask Questions anchor chart and pasting it into a demonstration notebook to access throughout the unit as well as with small groups. You can also create a partial Ask Questions anchor chart before this lesson that you finish with your students during the lesson. Co-creating anchors the lesson and makes it more likely students will use the anchor chart as a resource.*
- *Consider using the Integrated ELD box. These sentence starters and other scaffolds may be necessary for your entire class, especially in their first year of this new resource.*
- *Consider using your document camera when modeling writing in the Texts for Close Reading.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to analyze a mentor writing text for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.a, b, c, e, f, g, h
Detailed Description/Instructions:

- **One way to do this** is to hand out copies of the Mentor Writing Prompt and Mentor Text. Model noticing the key features of the text. Co-construct the Informative/ Explanatory Essays anchor chart that you will use throughout Unit 1.

Suggestions:

- *Students will not begin their own writing piece until Week 2. Week 1 is focused on understanding the parts of an informative/explanatory essay and note-taking.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Review Short Vowel Syllable Pattern (closed syllables)	4 -"*The Structure of a Corn Plant*" Identify Key Details and Determine Central Idea	6 - Write an Informative/ Explanatory Essay: Gather Facts and Details from a Print Source

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to identify key details and determine the central idea.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to co-create the Determine the Central Idea Anchor Chart you will use throughout this unit. Guide students in rereading parts of "The Structure of a Corn Plant" to underline key details and develop a central idea statement based on them.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Let students know that Central Idea and Main Idea are terms that can be used*

interchangeably. Main idea can refer to either the entire text or just a paragraph, where Central Idea refers to the overarching message of an entire text. 5th graders will learn that complex texts often have more than one main idea.

- *Consider using a specific color to underline the key details needed for this lesson.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use what we know about the short vowel syllable pattern (closed syllables) to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with the short vowel syllable pattern. Start to co-construct the Reading Big Words Strategy anchor chart with your students, focusing on numbers 3, 4, and 5.

Suggestions:

- *Consider using the Integrated ELD box for support.*
- *Consider this alternate format for the Reading Big Words Strategy anchor chart. You can print this as 11 x 8.5 or 11 x 17. You can cover boxes you are not actively using in each lesson.*
- *Most short vowel patterns are closed syllables (the syllable ends with a consonant). Be aware that in the word in-fer, the second syllable is not a closed syllable but an r-controlled syllable. Li-quid is shown like this in the manual, but in dictionaries, liq-uid is divided like this, which keeps with the closed syllable convention.*

Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-3 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill. There are also two additional lessons to use as needed.

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to gather facts and details from a print source to use in our informative/explanatory essay.*
Recommended Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.B.e, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to model how to use "*The Structure of a Corn Plant*" to take notes about the parts of the corn plant.

Suggestions: *Consider using the Integrated ELD box for support.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*The Structure of a Corn Plant*" Explain Relationships in a Text	8 - "*The Structure of a Corn Plant*" Grammar in Context: Verb Tense to Convey Sequences 9 - Write an Informative/ Explanatory Essay: Gather Facts and Details from a Digital Source

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to explain cause and effect relationships between events and ideas in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to model how to think about cause and effect relationships in "The Structure of a Corn Plant." Students will also begin the Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar 8):
Teaching Point: *Today we are going to use verb tense to convey sequences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review verb tenses and model the use of verb tense to understand the sequence of events.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider co-creating a verb tense anchor chart for reference.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with short vowels (a, e, ea, i, o, u).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions*

for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to listen and view to gather facts and details for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.B.e, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to watch the "Harvesting Corn" video and model how to take notes about the appearance and structure of a corn plant using the Key Ideas, Facts, and Details Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	**Reading** ***follow the order shown below**	**Writing**
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*The Future of a Crop*" First Reading: Create Mental Images to Build Knowledge About Natural Resources 12 - "*The Future of a Crop*" Draw on Information from Multiple Sources: Charts and Graphs	11 - Write an Informative/ Explanatory Essay: Analyze an Author's Organization

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to create mental images to build knowledge about natural resources.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to introduce the vocabulary words using the Define/Example/Ask Routine and model how to create mental images as you read. You can draw a picture in the margin of the text to remind you of the image you created.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to draw on multiple sources to understand key information.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.3.A.a, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model how to use the circle graph in "The Future of a Crop" to gain a deeper understanding of the uses of corn. Read "Clean-Burning Corn Is America's Future" on page 8. Model how you use information from both text and graphic features to develop understanding about the topic. Students will also add to their Knowledge Blueprint in this lesson.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using sentence stems for the Knowledge Blueprint work.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with short vowels (a, e, ea, i, o, u).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 6-7 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to analyze an author's organization for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.c
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essay Anchor Chart. Model using the Student Planning Guide located in the Additional Materials to organize facts and details into paragraphs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading *follow the order shown below	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - "*The Future of a Crop*" Determine Author's Point of View and Purpose 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Grammar: Coordinating Conjunctions

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to determine an author's point of view and purpose.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.3.B.a, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model how to analyze language and ask questions to figure out an author's point of view and purpose. Display the practice task. Model how you analyze the language and make an inference about the author's purpose.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider having students answer questions in their reading notebook.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a Constructive Conversation to share what students have learned about the costs and benefits of growing corn.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Observational Checklist for Constructive Conversation and the Look-Fors in your Teacher Resource System (TRS).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with short vowels (a, e, ea, i, o, u).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 8 for the Common Features Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar 14):
Teaching Point: *Today we are going to identify and explain coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model coordinating conjunctions using the example sentences and explain how conjunctions connect ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider co-creating a coordinating conjunction anchor chart.*

Bloom's Level: Understand
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Review Long Vowel Syllable Pattern	1 - "*A Short History of a Special Plant*" First Reading: Ask Questions	3 - Write an Informative/ Explanatory Essay: Read and Analyze the Text-Based Prompt

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and ask questions to build knowledge about natural resources.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and ask students to open to "A Short History of a Special Plant." Ask students to preview the text, noting the title, subheads, and graphic

features. Have them use these features to make inferences about the central idea of the text before and during reading.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using colored pencils to focus thinking.*
- *Consider displaying the Ask Questions anchor chart.*
- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Analyze
DOK: 2

<u>Engaging Experience 20 (Phonics and Word Study 2):</u>
Teaching Point: *Today we are going to use what we know about long vowel syllable patterns to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with long vowel syllable patterns. Continue to use the Reading Big Words Strategy anchor chart to read words fluently. Model using context clues to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 21 (Writing 3):</u>
Teaching Point: *Today we are going to analyze the text-based prompt for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to review the elements of an Informative/Explanatory Essay, analyze the writing prompt, and analyze the writing checklist. Explain that the checklist reflects the important elements of an informative/explanatory essay summarized on the anchor chart. Tell students that they will refer to the checklist as they plan, draft, revise, and edit. Referring to the checklist will guide them to produce a strong essay.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*A Short History of a Special Plant*" Identify Key Details and Determine Central Ideas 5 - "*A Short History of a Special Plant*" Determine the Meaning of Domain-Specific Vocabulary	6 - Write an Informative/ Explanatory Essay: Gather Facts and Details from a Print Source

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to identify key details and determine central ideas.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review the Determine the Central Idea Anchor Chart. Guide students in rereading parts of "*A Short History of a Special Plant*" to underline key details and develop a central idea statement based on those details.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using a specific color of pencil to underline the key details needed for this lesson.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to use context clues to find the meaning of domain-specific words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model using context clues to determine meanings of words in the text. Model how you confirm or revise your definition by consulting a print or online dictionary.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using a specific color to circle vocabulary words that require this work.*

Bloom's Level: Apply
DOK: 2

Engaging Experience24 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with long vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If your students can already read the Build Automaticity words fluently, have students move on to reading the Accountable Text. Both Build Automaticity and the Accountable Texts are in students' My Word Study book as well as the online reproducibles.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to gather facts and details from a print source for our informative/explanatory essay.*
RecommendedLength of Time: 1 lesson
Priority Standards Addressed: 5.W.2.B.e, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to model how to use "*A Short History of a Special Plant"* to take notes about corn production in the United States. Model how you find facts, annotate, and record details in a Note-Taking Guide.

Suggestions:
- *Consider using the Integrated ELD box.*
- *See the Note-Taking Guide in the Additional Materials section.*

Bloom's Level: Apply
DOK: 3

Day 3

Phonics and Word Study	**Reading**	**Writing** ***teach in numerical order**
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*A Short History of a Special Plant*" Close Reading: Determine the Author's Point of View and Purpose	7 - "*A Short History of a Special Plant*" Grammar in Context: Coordinating Conjunctions and Independent Clauses 9-Write an Informative/ Explanatory Essay: Gather Notes from a Video Source

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to understand and explain the function of coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud a list of conjunctions. Remind students that these words help combine two clauses that could be sentences by themselves. Model how you analyze and annotate a model sentence that is made up of two independent clauses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider having students circle coordinating conjunctions in Cultivating Natural Resources.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to determine the author's point of view and purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.a
Detailed Description/Instructions:

- **One way to do this** is to model how to determine the author's point of view, and then use that to make an inference about the author's purpose for writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Speaking and Writing Response Frames in the Additional Materials.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with long vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 14-15 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to gather notes from a video source for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to watch the "Corn from the CSA" video and model how to take notes about how corn is produced in the United States using the Student Note-Taking Guide from Lesson 6 or have the students create their own 3-column Note-Taking Guide in their notebooks.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*A Short History of a Special Plant*" Draw on Information from Multiple Sources to Answer Cause-and-Effect Questions	11 - Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to draw on information from multiple sources to answer cause-and-effect questions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.3.A.a, 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to model how to identify and annotate examples of cause and effect text structure. Use these cause and effect relationships to answer questions using sections of the text and text features. Students will also add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experiencev31 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with long vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 16 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to plan and organize our ideas for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.c, 5.W.2.B.c, h
Detailed Description/Instructions:

- **One way to do this** is to model using the Planning Guide in the Additional Materials to organize information from the students' Note-Taking Guides into body paragraphs.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider displaying the checklist and Informative/Explanatory Essay Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading *follow the order shown below	Writing
	12 - Close reading: Integrate Information from Two Texts on the Same Topic 14 - Discuss the Blueprint and Build Toward the Culminating Task	13 - Language in Context: Combine Sentences for Meaning, Interest, and Style

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to integrate information from two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model how to integrate information from "*The Structure of a Corn Plant*" and "*A Short History of a Special Plant*" to describe how the corn's stalk helps the corn plant grow.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a Constructive Conversation to share what they have learned about why corn is an important resource.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Language 13):
Teaching Point: *Today we are going to combine sentences using conjunctions for meaning, interest, or style.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a, e
Detailed Description/Instructions:

- **One way to do this** is to model how to combine two sentences using a coordinating conjunction to create a longer sentence that flows smoothly. Point out that different

conjunctions could be used to combine the sentences, such as after, when, or as. During independent work time, students should make sure their Planning Guide is complete so they can begin writing their essay.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - r-Controlled Vowels /ûr/ er, ir, ur	1 - "*The Science of Growing Corn*" First Reading: Create Mental Images to Build Knowledge About Natural Resources	3 - Write an Informative/ Explanatory Essay: Draft a Clear Introduction

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to create mental images to build knowledge about natural resources.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask Routine to introduce and discuss vocabulary. Then, model creating mental images as you read and annotate the new text. Encourage students to note features of the text and draw before-reading inferences based on the title, subheads, and graphics.

Suggestions:

- *Consider using the Integrated ELD box.*
- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about the r-controlled syllable pattern to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with r-controlled syllable patterns. Continue to use the Reading Big Words Strategy anchor

chart to read words fluently. Model using context clues to define the word.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to draft a clear introduction for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, b, 5.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to read aloud the introduction of the Mentor Text and discuss the components of a strong introduction.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Science of Growing Corn*" Close Reading: Draw on Information from Multiple Sources	5 - Language in Context: Correctly Use Frequently Confused Words 6 - Write an Informative/ Explanatory Essay: Develop the Topic with Facts, Details, and Quotations from Sources

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to draw information from multiple sources to answer a close reading question.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.3.A.a, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model using information from graphs and paragraphs 4-7 of "*The Science of Growing Corn*" to integrate information and answer questions about the author's opinion and writing.

Suggestions: *Consider using the Integrated ELD box.*

- *Consider snipping the Possible Response Box in your Teacher Resource System (TRS) for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Language 5):
Teaching Point: *Today we are going to identify the meaning of frequently confused words using context.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to introduce/review the definition of homophones and model how to determine the meaning of words that might be confusing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experiencev41 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels er, ir, ur (er, ear, ir, ur, ure).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to develop our informative/explanatory essay topic with facts, details, and quotations from sources.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.c, e, 5.W.2.B.b, e, h
Detailed Description/Instructions:

- **One way to do this** is to read aloud the Modeling Concluding Statement Text from the Additional Materials and model how facts and details support the main ideas. Model creating a Concluding Statement that makes connections to the ideas in the essay.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - "*The Science of Growing Corn*" and "*A Short History of a Special Plant*" Close Reading: Analyze Point of View and Purpose in Two Texts on the Same Topic	8 - Write an Informative/ Explanatory Essay: Link Ideas Within and Across Categories of Information

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to analyze point of view and purpose in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.a
Detailed Description/Instructions:

- **One way to do this** is to model rereading paragraphs 1-2 and 14-15 of "*The Science of Growing Corn*" to determine if the two texts in that reading are subjective or objective. You will also discuss each author's purpose and how that affects their understanding of the topic. Students will also add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with r-controlled vowels er, ir, ur (er, ear, ir, ur, ure).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 22-23 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to link ideas within and across categories of information in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to teach using the Linking Ideas Text in the Additional Resources. Model how you evaluate your writing and improve it. Model how to link ideas and combine sentences based on ideas that are connected.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information from Several Texts on the Same Topic 10 - Discuss the Blueprint and Build Toward the Culminating Task	11 - Write an Informative/ Explanatory Essay: Edit to Combine and Reduce Sentences

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from several texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model using all of the texts from this unit to decide what the most important use for corn is. Model how to cite specific evidence from multiple texts to support your opinion.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the Possible Response Box in your Teacher Resource System (TRS) for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a Constructive Conversation to share what students have learned about how and why corn is grown in the United States.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels er, ir, ur (er, ear, ir, ur, ure).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and

Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.
Suggestions: *Use page 24 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to edit to combine and reduce sentences in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.L.1.A.e
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Combining and Reducing Sentences Text from the Additional Materials. Discuss how to combine sentences and connect similar ideas using conjunctions and commas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	**Reading** ***follow the order shown below**	**Writing**
	12 - "*A Girl's Garden*" Review the Features and Structures of Poetry 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write an Informative/ Explanatory Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to review the features and structures of poetry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "A Girl's Garden." Then, model annotating the structure and features of the poem, including stanzas, rhyming, and imagery. Remind students that in poetry the message is often not directly stated, so students need to use the feature of poetry to infer.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider co-creating the Features of Poetry Anchor Chart. You will be able to use this chart throughout the year.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b, d
Detailed Description/Instructions:

- **One way to do this** is to model how to have conversations based on the unit's Essential Question and Enduring Understandings. Students will turn to page 30 in *Cultivating Natural Resources* to find the discussion questions. Remind students to use evidence from the text and their Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to evaluate and reflect on our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.a-h
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essay Rubric from Week 2, Lesson 13 in the Additional Materials, read it with students, and review the scoring key. Model how to evaluate the essay focusing on two criteria. Students will use the other criteria in guided and independent practice.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.R.3.A.a, 5.R.3.B.a, 5.R.3.C.e, 5.L.1.A.a, 5.W.2.B.a-h
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. **This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.**

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

<u>Culminating Task</u>

Teaching Point: Today we are going to Write A Scientific Explanation.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *Cultivating Natural Resources*. Have students use specific information from the Knowledge Blueprint to write their explanation.

Suggestions: Students can write their explanation in their reading notebook or digitally.

Unit 2: Developing Characters' Relationships

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Developing Characters' Relationships
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read selections from the same realistic fiction novel. Through these readings, students will learn to describe what characters are like, describe characters' roles within a story, challenges characters are dealing with, and how their qualities help them strengthen relationships and solve problems. Students will also learn why we value certain qualities in people.

Topic 1 (Week 1)
In week 1, students will work on making connections and drawing inferences. Students will also work to summarize text and compare/contrast two characters from the same story. In writing, students will analyze an opinion text-based prompt and mentor text and take notes from the source text, as they prepare to write an opinion essay. For word study, students will review r-controlled vowels.

Topic 2 (Week 2)
In week 2, students will continue to work on drawing inferences and summarizing the text. Students will also continue to compare/contrast two characters from the same story. They will learn to analyze how visual elements contribute to meaning and tone. In writing, students will plan their own opinion essay. For word study, students will review the closed syllable pattern.

Topic 3 (Week 3)
In week 3, students will continue to work on making connections and summarizing. In writing, students will write their opinion essay and evaluate it based on the rubric. For word study, students will review the open syllable pattern.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 2 materials

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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **5.R.1.B** Develop an understanding of vocabulary by:
    - 5.R.1.B.b using context to determine meaning of unfamiliar or multiple-meaning words
    - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.1.D** Read independently for multiple purposes over sustained periods of time by:
    - 5.R.1.D.b producing evidence of reading
- **5.R.2.A** Read, infer, analyze, and draw conclusions to:
    - 5.R.2.A.a compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
    - 5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel
- **5.RF.3.A** Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
    - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
    - 5.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
    - 5.W.1.B.c categorizing, organizing, and sequencing facts, and details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organization structure
    - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 5.W.1.C.b edit for language conventions
- **5.W.2.A.** Write opinion texts that:
    - 5.W.2.A.a introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
    - 5.W.2.A.b state an opinion or establish a position and provide relevant reasons for the

opinion supported by multiple facts and details
    - 5.W.2.A.c use specific and accurate words that are related to the topic, audience and purpose
    - 5.W.2.A.d contain information using student's original language except when using direct quotation from a source
    - 5.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
    - 5.W.2.A.f use transitions to connect opinion and reason
    - 5.W.2.A.g organize the supporting details/reasons into introductory, supporting and concluding paragraphs
- **5.W.3.A** Apply research process to
    - 5.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings)	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	2
5.R.1.D.b	Read independently, producing evidence of reading	Select appropriate texts for independent reading Maintain focus and stamina over extended reading time Adjust reading behaviors based on purpose (skimming, rereading, note-taking) Produce evidence of written (e.g., reading log, written responses, summaries) Connect evidence to specific parts of the text	3
5.R.2.A.a	Compare and contrast the roles and functions of characters	Identify major and minor characters Describe the role and function of each character (e.g., protagonist, antagonist, helper) Explain characters' relationships with one another and how those relationships affect the plot Compare similarities in characters' roles, relationships, or conflicts Contrast differences in how characters function, interact, or handle conflicts	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.2.A.b	Explain the theme or moral lesson, conflict, and resolution in a story or novel	Identify the central theme or moral lesson of a story or novel Explain the theme or lesson in a sentence (one word is a topic) Identify the main conflict Explain how the conflict develops Describe how the conflict is resolved Explain how the conflict and resolution support or reveal the theme or moral lesson Use specific textural evidence to support explanations	3
5.RF.3.A.a	Decode multisyllabic words in context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2
5.W.1.B.a, b, c, e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Establish one clear main idea Write an overall topic sentence at or near the beginning of the first paragraph that clearly states the main idea Support the main idea with relevant details throughout the text Develop supporting paragraphs that	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		elaborate on ideas using relevant facts, details, or events Address the identified audience, organization, and purpose Draft independently, showing the ability to move from planning to a coherent written piece	
5.W.1.C.a, b	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas so information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version Identify and correct errors in capitalization, punctuation, grammar, and spelling Apply grammar rules accurately	2
5.W.2.A.a-g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide relevant reasons that support the opinion Support each reason with facts and details	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Use specific, accurate vocabulary Write primarily in the student's own words Use direct quotations appropriately Reference the author(s) or source name when including facts or details from a text Use transitions to clearly connect opinions and reasons Maintain a consistent focus and logical flow	
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.SL.1.A.b	Listen to, pose, and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Adjust speaking and listening behaviors based on the discussion setting	

Formative Assessment Options ***(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)***	**Summative Assessment Options** ***(Administered at the end of a unit or topic to assess mastery of learning objectives.)***
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 2 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 2 Cumulative Spelling Assessment and Dictation ● Unit 2 Cumulative Word Fluency ● Narrative Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
stewing rambled communicate relationships sprawled expression bursting eventually tilted pacing desperate jagged clarified glinting	character traits craft literature realistic fiction

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint for Developing Characters' Relationships 2 - "*The Drive Down*" First Reading: Draw Inferences to Build Knowledge About Realistic Fiction	3 - Write an Opinion Essay: Analyze a Mentor Opinion Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore the reasons why we value certain qualities in people.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 2 multimedia video. Use the Unit 2 Opener to introduce the Essential Question. Explain that as we explore the topic of *Developing Characters' Relationships*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to draw inferences to build knowledge about character traits in realistic fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a-b
Detailed Description/Instructions:

- **One way to do this** is to introduce vocabulary using the Define/Example/Ask Routine. Then, model how to draw inferences before and during reading and using the margins to annotate.

Suggestions:

- *Consider using the Integrated ELD box. These sentence starters and other scaffolds may be necessary for your entire class, especially in their first year of this new resource.*

- *Consider co-creating with your class or printing the Draw Inferences Anchor Chart.*
- *Consider using your document camera when modeling writing in the Texts for Close Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to analyze a mentor opinion text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to hand out copies of the Opinion Source Texts, Mentor Writing Prompt and Mentor Opinion Essay. Model noticing the key features of the text. Co-construct the Opinion Essay anchor chart that you will use throughout Unit 2.

Suggestions:

- *Students will not begin their own writing piece until Week 2. Week 1 is focused on understanding the parts of an opinion essay and note-taking.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Review r-Controlled Vowels /âr/, /är/, /ôr/ (air, are, ar, or, our, ore	4 - "*The Drive Down*" Summarize the Text	6 - Write an Opinion Essay: Analyze an Author's Reasons, Facts, and Details

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to use key details to summarize a section of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model how to develop a summary from the central idea and key details. Include the characters and setting, and remind students to use their own words when summarizing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using a colored pencil for underlining key details related to the central idea.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to review what we know about r-controlled vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with

r-controlled syllable patterns. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

On subsequent days, use lessons 1-3 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill. There are also two additional lessons to use as needed.

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to analyze an author's reasons, facts, and details for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to model noticing reasons and supporting details while annotating the Mentor Opinion Essay. Use a two-column chart to give reasons for opinion on one side and then details and examples on the other side.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*The Drive Down*" Compare and Contrast Two Characters in a Story	8 - "*The Drive Down*" Grammar in Context: Form and Use the Past-Perfect Verb Tense 9 - Write an Opinion Essay: Read a Source Text to Find Facts and Detail

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to compare and contrast two characters in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to reread paragraph 3. Model finding character traits for each character, based on their interactions. Then, compare and contrast the two characters. Students will also begin their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar 8):
Teaching Point: *Today we are going to form and use the past perfect verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is remind students that a verb tense refers to actions performed in the past, present, or future. Then, read aloud paragraph 2 of "The Drive Down" and model how to notice verb tenses and use them to understand the sequence of events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels /âr/, /är/, /ôr/ (air, are; ar; or, our, ore).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to read a source text to find facts and details for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the Reasons and Details Chart from yesterday's lesson (Lesson 6). Model how to identify the best evidence in the source text and add it to the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	Reading *follow the order shown below	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Grandpop's Surprise*" First Reading: Make Connections to Build Knowledge About Realistic Fiction 12 - "*Grandpop's Surprise*" Compare and Contrast Varieties of English	11-Write an Opinion Essay: Analyze a Concluding Statement

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to make connections to build knowledge about realistic fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is display and introduce words using the Define/Example/Ask Routine. Then, read aloud paragraph 6 and model how to make connections to your own life and to another text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider creating the Make Connections Anchor Chart to display.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to compare and contrast varieties of English used in a story.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to reread paragraph 1 and model how to identify dialect and register. Then, discuss how a different dialect and register would affect the text. Students will also add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with r-controlled vowels /âr/, /ër/, /ôr/ (air, are; ar; or, our, ore).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 30-31 for the Closed Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to analyze a concluding statement for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Opinion Essay and read aloud the last paragraph. Model how to create a conclusion statement by restating the opinion, the reasons for that opinion, and adding a memorable last sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	**Reading** ***follow the order shown below**	**Writing**
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - "*Grandpop's Surprise*" Analyze How Visual Elements Contribute to Meaning and Tone 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Grammar: Form and Use the Past-Perfect Tense

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to analyze how illustrations contribute to the meaning and tone of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to look at the illustration on page 6 and model how you identify details that add to the story. Then, analyze, thinking aloud, how the illustration affects the tone of the story.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.2.A.a, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about characters and their traits. Students will complete their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels /âr/, /är/, /ôr/ (air, are; ar; or, our, ore).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 32 for the Common Features Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing 14):
Teaching Point: *Today we are going to form and use the past perfect verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the Verb Tense Chart and discuss the verb tenses, how they are formed, and how they are used. Discuss the importance of using the correct verb tense so your writing makes sense.
- **Suggestions:** *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Review Closed Syllable Pattern	1 - "*Sky-Glitter*" First Reading: Draw Inferences to Build Knowledge About Realistic Fiction	3 - Write an Opinion Essay: Read and Analyze the Text-Based Prompt

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and draw inferences to build knowledge about realistic fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a-b, 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, display the Draw Inferences Anchor Chart and model how to draw inferences before and during reading. Read and annotate "Sky Glitter."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to review the closed syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with the closed syllable pattern. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-5 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill.

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to read and analyze a writing prompt for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to review the elements of an opinion essay. Then, display and distribute the Student Writing Prompt and Opinion Essay Checklist. Model how to analyze the prompt and how to use the checklist to plan, draft, revise, and edit.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Sky-Glitter*" Summarize the Text 5 - "*Sky-Glitter*" Use Context as a Clue to the Meaning of Words and Phrases	6 - Write an Opinion Essay: Develop Reasons Based on Facts and Details from Sources

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to use key details and central ideas to summarize a section of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraphs 1-2. Model how you create a summary using your own words from the central idea and key details.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using a colored pencil to underline details relating to the central idea.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to use context clues to determine the meaning of a word or phrase, including dialect.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is read aloud paragraphs 4-7. Model how you use context clues to find the meaning of an unfamiliar word, such as denomination, cheesing, and scrapple.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to develop reasons based on facts and details for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.b, d, e
Detailed Description/Instructions:

- **One way to do this** is to display the Note-Taking Guide and read aloud paragraph 1 of "The Drive Down." Model how to find facts and details to develop a reason.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	**Reading**	**Writing** ***follow the order shown below**
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*Sky-Glitter*" Close Reading: Compare and Contrast Two Characters	7 - "*Sky-Glitter*" Language in Context: Choose Words and Phrases to Convey Ideas Precisely 9 - Write an Opinion Essay: Use Text Evidence to Form Your Opinion

Engaging Experience 26 (Writing/Language 7):
Teaching Point: *Today we are going to study how words and phrases can convey ideas.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is display and read aloud paragraph 4. Read the model sentence and analyze how the use of language conveys meaning, such as being able to picture what the character is doing or the mood of the sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to compare and contrast two characters in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Model how to compare and contrast Genie's interactions with Grandpop and Grandma using evidence from the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 37-39 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to use text evidence to form an opinion for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Note-Taking Guide from yesterday (Lesson 6). Model how to use the reasons and evidence to form an opinion about the author. Remind students that there is no right or wrong opinion, as long as they have reasons to support their choice.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*Sky-Glitter*" Close Reading: Analyze How Visual Elements Contribute to Meaning and Tone	11 - Write an Opinion Essay: Plan and Organize Your Opinion Essay

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to analyze how illustrations contribute to the meaning and tone of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Model how to reread paragraphs and look at the illustration to determine the tone and meaning of the paragraphs. Students will also add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 40 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to plan and organize our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, b, c, e, 5.W.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to review the elements of an opinion essay. Then, display the Opinion Essay Planning Guide and model how to organize your ideas into an opinion, three reasons for that opinion with evidence, and a conclusion.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*Sky-Glitter*" Close Reading: Explain How a Series of Chapters or Scenes Fit Together to Provide the Structure of a Novel 14 - Build Knowledge:Discuss the Blueprint and Build Toward the Culminating Task	13 - Grammar: Link Ideas Using Words, Phrases, and Clauses

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to explain how chapters or scenes fit together to provide the structure of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Model how to reread and annotate the text to find text evidence of Genie growing and changing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.2.A.a, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about characters and their traits. Students will complete their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar 13):
Teaching Point: *Today we are going to link ideas using words, phrases, and clauses in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay Anchor Chart. Use the model sentences and show how to connect the opinion to the reason using single words or phrases.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Review Open Syllable Pattern	1 - "*Ernie's Secret*" First Reading: Make Connections to Build Knowledge About Realistic Fiction	3 - Write an Opinion Essay: Draft an Effective Opening Paragraph

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and make connections to build knowledge about realistic fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Then, display the Make Connections Anchor Chart. Read aloud the introduction and paragraphs 1-6 and model how to make connections to other texts and personal experiences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to review the open syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this is** to model using syllable division to pronounce words with the open syllable pattern. Continue to use the Reading Big Words Strategy Anchor Chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-5 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill.

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to draft an effective opening paragraph for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, b, 5.W.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to read aloud the introduction to the Mentor Opinion Essay and explain why it is a strong introduction. A strong introduction grabs the reader's attention, states the opinion, and introduces the reasons that will be explained in the essay.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Ernie's Secret*" Close Reading: Summarize the Text	5 - Grammar in Context: Use Verb Tense to Convey Various Conditions 6 - Write an Opinion Essay: Incorporate Reasons Supported by Facts and Details

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to identify key events and use them to summarize a story.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is display and discuss the close reading question. Model for students how to reread and annotate the text to find details to support their opinions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to use verb tense to convey various conditions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud a sentence from paragraph 10 of "Ernie's Secret." Model how to annotate the sentence and analyze verb tenses to determine if events are happening in the past, present, or future.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to incorporate reasons supported by facts and details for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.A.b, d, e, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 2 of the Mentor Opinion Essay. Model how to use text evidence to support the reason.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - Close Reading: Compare and Contrast Varieties of English	8 - Write an Opinion Essay: Revise to Link Opinions with Reasons Using Words, Phrases, and Clauses

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to compare and contrast varieties of English.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Model how to reread and annotate the text to find evidence to describe how differences in language affect the overall tone of the scene. Students will add to their Knowledge Blueprint in this lesson.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 46-47 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to revise to link opinions with reasons using words, phrases, and clauses.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to model how to add linking words, phrases, and clauses to writing by displaying and modeling with the Draft and Revision Modeling Text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the draft text box for instructional purposes.*

Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Explain How a Series of Chapters or Scenes Fit Together to Provide the Structure of a Novel 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Write an Opinion Essay: Recognize and Correct Inappropriate Shifts in Verb Tense

Engaging Experience 46 (Reading 9):
Teaching Point: *Today, we are going to explain how chapters or scenes fit together to provide the structure of the story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to set a purpose for reading by having students recall the character development they discovered throughout the text. Pose the close reading question.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink text box for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today, we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.b, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation using the discussion questions on page 26 of *Developing Characters' Relationships* to share what students have learned about characters and their traits. Students will complete their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 48 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to edit our opinion essay to correct inappropriate shifts in verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read the Unedited Text. Model how to edit for shifts in verb tense.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading *follow the order shown below	Writing
	12 - "*Casey at Bat*" Interpret Figurative Language: Hyperbole 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write an Opinion Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to interpret hyperbole in context.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to explain how figurative language contributes meaning to the poem "Casey at the Bat." Display the Figurative Language Anchor Chart. Read aloud the first stanza on page 28. As you read, model how to identify and interpret hyperbole in the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in constructive conversations to share, clarify, and build on other's ideas.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have conversations based on the unit's Essential Question and Enduring Understandings. Students will turn to page 30 of *Developing Characters' Relationships* to find the discussion questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to evaluate and reflect on our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to display and read the Mentor Opinion Essay using the Opinion Essay Writing Rubric to evaluate the text. Choose two criteria to focus on. Model justifying your scoring based on the Rubric.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.d, 5.R.2.A.a, b, 5.L.1.A.a, 5.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Write a Character Study

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students review the Blueprint and the texts in the unit. To create a character study, include:
    - Character's name
    - Role in the book
    - Personal information
    - Hobbies/interests
    - Personality traits
    - Relationships
    - Major conflicts or challenges
    - Growth or changes through the story
    - Character trait the student valued most

Suggestions: Students can use the AVID one-pager format instead of writing paragraphs.

Unit 3: The U.S. Constitution, Then and Now

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: The U.S. Constitution, Then and Now
Length of Unit: 16 Days

Overview of Unit: In this unit, students will read selections from several different informational social studies texts. Through these readings, students will learn what the people in the texts wanted to achieve, the actions that were taken and what were the results of their efforts. Students will also compare the United States Constitution at the time of its creation to our Constitution now and will read to learn why laws continue to evolve.

Topic 1 (Week 1)
In week 1, students will work to explain the relationship between chronological events within a text. They will learn how to explain how an author uses reasons and evidence. Additionally, students will compare and contrast the overall structure of concepts in two texts. In writing, students will plan their own informative/explanatory essay. In word study, students will use knowledge of vowel-r syllable patterns to decode and read words.

Topic 2 (Week 2)
In week 2, students will continue to learn how to explain the relationship between chronological events within a text. Also, students will explain how authors use reasons and evidence. Student learning will also include determining two or more central ideas and explaining how details support them. In writing, students will begin to construct their own informative/explanatory essay. In word study, students will use the Reading Big Words Strategy to decode and spell words with vowel teams.

Topic 3 (Week 3)
In week 3, students will explain the relationship between chronological events in a text. Students will also explain how authors use reasons and evidence. Students will continue to refine their learning in comparing and contrasting the overall structure of concepts in two texts. Furthermore, students will read poetry to learn how to interpret metaphors. In writing, students will revise, edit, and publish their informative/explanatory essay.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 3 materials

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 through the amendment process.
- Some laws need to be amended to eliminate bias and to expand the protection of the 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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary by:
    - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
    - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.3.A** Read, infer, and draw conclusions to:
    - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.B** Read, infer, and draw conclusions to:
    - 5.R.3.B.g use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
- **5.R.3.C** Read, infer, and draw conclusions to:
    - 5.R.3.C.c analyze how the pattern of organization of a text influences the relationships
    - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **5.RF.3.A** Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
    - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
    - 5.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
    - 5.W.1.B.c categorizing, organizing, and sequencing facts, and details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organization structure
    - 5.W.1.B.d restating the overall main idea in the concluding statement
    - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C** Reread, revise, and edit drafts with assistance from adults/peers to

    - 5.W.1.C.a develop and strengthen writing by: revising, main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **5.W.2.B** Write informative/explanatory texts that
    - 5.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
    - 5.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 5.W.2.B.c use an organizational format that suits the topic
    - 5.W.2.B.d use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
    - 5.W.2.B.e contain information using student's original language except when using direct quotations from a source
    - 5.W.2.B.f use transition words to connect ideas within and across categories of information
    - 5.W.2.B.h create a concluding paragraph related to the information
- **5.W.3.A** Apply research process to
    - 5.W.3.A.d select relevant sources, literary and informational
    - 5.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
    - 5.L.1.A.e produce a variety of complex sentences in writing
- **5.L.1.B** Communicate using conventions of English language to
    - 5.L.1.B.c use a comma to separate an introductory clause in a complex sentence
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a -b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings) Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	2
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before reading	2
5.R.3.B.g	Evaluate the logic of an author's conclusion using reasoning and evidence	Identify the author's conclusion or final	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		claim in a text Explain the reasoning the author uses to arrive at the conclusion Determine whether the conclusion logically follows from the ideas and information presented Identify evidence used by the author to support the conclusion Decide if the evidence is relevant and sufficient Explain their own reasoning clearly	
5.R.3.C.c	Analyze how the pattern of organization of a text influences the relationships	Identify the text's organizational pattern (cause/effect, compare/contrast, sequence, problem/solution, description) Explain the relationships between ideas, events, or concepts presented in the text Analyze how the organizational pattern shapes those relationships (e.g. how cause/effect shows why something happens) Use specific examples or evidence from the text to support the analysis Explain why the author may have chosen that structure to help the reader understand the topic.	3
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	
5.RF.3.A.b	Read roots words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.B.a-e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Establish one clear main idea Write an overall topic sentence at or near the beginning of the first paragraph that clearly states the main idea Support the main idea with relevant details throughout the text Develop supporting paragraphs that elaborate on ideas using relevant facts, details, or events Write a concluding paragraph that brings closure and restates the main idea Address the identified audience,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		organization, and purpose Draft independently, showing the ability to move from planning to a coherent written piece	
5.W.1.C. a	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas fo information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version	2
5.W.2.B. a-f, h	Write informative/explanatory texts	Write an introductory paragraph that clearly introduces the topic with a focused topic sentence Develop the topic into well-organized supporting paragraphs Write clear topic sentences for each supporting paragraph Support ideas with relevant facts, details, examples, and quotations Use an appropriate organizational structure Use specific, accurate, and content-appropriate vocabulary	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Write primarily in their own words, paraphrasing accurately Use direct quotations correctly Use precise transition words and phrases Create a strong concluding paragraph that summarizes or reinforces the key information	
5.W.3.A.d	Select relevant resources using the research process	Identify a clear research question or topic Determine what type of information is needed Distinguish between relevant and irrelevant sources Use text features and search tools to evaluate and use sources Choose age-appropriate, credible sources	2
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.L.1.A.e	Produce a variety of complex sentences in writing	Explain what makes a sentence complex (an independent clause with one or more dependent clauses) Use subordinating conjunctions correctly (e.g., because, although, when, while, if, since) Write complex sentences that are	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		grammatically correct and complete Vary sentence structure by combining simple, compound, and complex sentences Apply correct punctuation in complex sentences (e.g., commas where needed)	
5.L.1.B.c	Use a comma to separate an introductory clause in a complex sentence	Identify a complex sentence (an independent clause joined with a dependent clause) Recognize common introductory clauses (e.g., although, after, since) Determine where the introductory clause ends and the main clause begins Insert a comma after the introductory clause before the independent clause (After the storm ended, we went outside) Avoid inserting unnecessary commas when the dependent clause comes after the independent clause (We went outside after the storm ended)	1
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 3 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 3 Cumulative Spelling Assessment and Dictation ● Unit 3 Cumulative Word Fluency ● Interim Assessment 2 (assesses standards taught in Units 1-3)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
established principal dignity ingenious grievances suppressed anecdotes constrained redemption dissent	disenfranchised movement amend bias determination factor petition protest

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint for The U.S. Constitution: Then and Now 2 - "*Creating the Constitution*" First Reading: Distinguish Between Important and Unimportant Information to Learn About the Constitution	3 - Write an Informative/ Explanatory Essay: Develop Your Focus

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore laws in the United States and the U.S. Constitution.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 3 multimedia video. Use the Unit 3 Opener to introduce the Essential Question. Explain that as we explore the topic of *The U.S. Constitution: Then and Now*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to distinguish between important and unimportant information to learn about the Constitution.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, read aloud the title and first paragraph and model how to identify important and unimportant information. Create an Important vs. Unimportant Anchor Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to brainstorm ideas and develop topics for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, 5.W.3.A.d
Detailed Description/Instructions:

- **One way to do this** is display and distribute copies of the Informative/Explanatory Essay Writing Checklist. Explain to students how they will use this checklist as they write. Model how to brainstorm ideas for the voting rights essay and how to narrow the focus.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
5 - Vowel-r Syllable Patterns	4 - "*Creating the Constitution*" Explain the Relationship Between Chronological Events in a Text	6 - Write an Informative/ Explanatory Essay: Select Knowledgeable and Credible Print Sources

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to explain the relationships between chronological events in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraph 2. Point out dates and time-order words or phrases that indicate chronology. Create a timeline to keep track of the order of events leading to the creation of the Constitution.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to decode and read words with the vowel-r syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with the vowel-r syllable pattern. Continue to use the Reading Big Words Strategy Anchor Chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-3 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill. There are also two additional lessons to use as needed.

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to select knowledgeable and credible print sources for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.3.A.d, g
Detailed Description/Instructions:

- **One way to do this** is to model how to evaluate print sources. Focus on finding facts related to the topic, information that is well organized, and credible sources that are accurate and up-to-date.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*Creating the Constitution*" Build Vocabulary: Use Context Clues to Determine the Meaning of Words and Phrases	8 - "*Creating the Constitution*" Grammar in Context: Explain the Function of Prepositions 9 - Write an Informative/ Explanatory Essay: Gather Notes from Print Sources

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to use context clues to determine the meaning of words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 1. Model how to use context clues to find the meaning of **representatives**. Read aloud paragraph 2 and model how to use context clues to find the meaning of **delegates**. Students will also begin their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 8 (Writing/Grammar 8):
Teaching Point: *Today we are going to identify prepositions and explain the function of prepositions in a sentence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to introduce or review the definition of preposition. Display and read aloud paragraph 1 in "Creating the Constitution" and display the model sentence. Model how to find the prepositions and analyze what information they give you.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with vowel-r syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to gather information from print sources for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.3.A.d, g
Detailed Description/Instructions:

- **One way to do this** is to display the Note-Taking Chart and model gathering relevant notes. Model how to focus on information related to the topic, and how to paraphrase and list where you found specific information.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Voting Rights Act Address*" First Reading: Summarize and Synthesize to Learn About Voting Rights 12 - "*Voting Rights Act Address*" Explain How an Author Uses Reasons and Evidence	11 - Write an Informative/ Explanatory Essay: Use Cause-and-Effect Text Structure to Plan and Organize an Essay

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to summarize and synthesize to learn about voting rights.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is display and introduce words from the text using the Define/Example/Ask Routine. Then, read the introduction and paragraphs 1-5 aloud. Model underlining key details and then summarizing them into your own words. Model synthesizing to decide if your thinking has changed. Create a Summarize and Synthesize Anchor Chart.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using a colored pencil to underline key details for the summary.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 3. Model how to identify and annotate an author's reasons and evidence that support an important point. Students will also add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with vowel-r syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 54-55 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to organize our ideas in a cause-and-effect text structure for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, c, 5.W.2.B.c
Detailed Description/Instructions:

- **One way to do this** is display and distribute a Planning Guide. Show students how to organize their notes from the Note-Taking Chart (Lesson 9) based on the cause-and-effect structure.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	**Reading** ***follow the order shown below**	**Writing**
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Compare and Contrast the Overall Structure of Concepts in Two Texts 15 - Build Knowledge:Discuss the Blueprint and Build Toward the Culminating Task	14 - Grammar: Review Verb Tenses

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to compare and contrast the overall text structure in two texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is display and read aloud paragraphs 3-4 of "Voting Rights Act Address." Model how to identify a problem-solution text structure, and then how to compare the structures in the two texts.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation for students to share what they have learned about how and why certain laws were made. Students will

focus on the Build Knowledge section of page 10 of *The U.S. Constitution: Then and Now* to discuss and complete their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with vowel-r syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 56 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing/Grammar 14):
Teaching Point: *Today we are going to use verb tense to convey various times and sequences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the verb tense chart and model conjugating verbs to determine multiple tenses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the verb tense chart to display.*

Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Vowel Teams and Syllable Patterns	1- "*Fighting for the Vote*" First Reading: Distinguish Between Important and Unimportant Information to Learn About Voting Right	3 - Write an Informative/ Explanatory Essay: Introduce Your Topic

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and distinguish between important and unimportant information to learn about voting rights.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Read the title and first paragraph and model how to identify important information and annotate the text. Display the Important vs. Unimportant Anchor Chart and summarize what you modeled during reading.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about vowel team syllable patterns to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with vowel team syllable patterns. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to introduce our topic for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.b, 5.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the two drafts of the Modeling Text. Then, display the Strong Introduction Chart and read and explain the different examples.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Fighting for the Vote*" Determine Two or More Central Ideas and Explain How Details Support Them 5 - "*Fighting for the Vote*" Build Vocabulary: Use Context Clues to Define Domain-Specific Words	6 - Write an Informative/ Explanatory Essay: Develop Your Topic with Specific Details

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to determine two or more central ideas and explain how details support them.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to explain that texts can have more than one central idea. Then, display and read aloud paragraphs 1-2. Model how you identify key details and how they help determine the central idea.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Missouri Standards use the term "main idea" and do not use "central idea" in reference to nonfiction text. Let students know that these terms mean the same thing.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to use context clues to determine the meaning of words and phrases in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraphs 5-6. Model how to use context clues to define **disenfranchised**.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with vowel team syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to develop our topic with specific details in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.b, g
Detailed Description/Instructions:

- **One way to do this** is to model how to use a cause-and-effect structure, where one event leads to other events. Display and read the Modeling Text Without Specific Details, and then compare it to the Modeling Text With Specific Details.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	**Reading**	**Writing** ***follow numerical order**
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*Fighting for the Vote*" Close Reading: Explain the Relationship Between Chronological Events in a Text	7 - "*Fighting for the Vote*" Grammar in Context: Explain the Function of Prepositions 9 - Write an Informative/Explanatory Essay: Use Linking Words, Phrases, and Clauses to Connect Your Ideas

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to analyze prepositions and prepositional phrases in a complex sentence.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.L.1.A.a, e
Detailed Description/Instructions:

- **One way to do this** is to introduce or review the definition of a prepositional phrase. Display and read aloud paragraph 12 in "Fighting for the Vote." Highlight the sentence listed and model how to analyze and annotate the prepositions in that sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand

DOK: 1

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to analyze the relationships between chronological events in a historical text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that informational texts about historical events are often written in chronological order. Display and read aloud the close reading question, and have partners discuss the question.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box with the close reading question to display for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with vowel team syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 62-63 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to use linking words, phrases, and clauses to connect ideas in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text. Read aloud the original examples and then the revision examples, and discuss how to link connected ideas using a linking phrase or clause. Display the Linking Words and Phrases Reference Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*Fighting for the Vote*" Close Reading: Explain How an Author Uses Reasons and Evidence	11 - Write an Informative/ Explanatory Essay: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to identify reasons and evidence within an informational text to support the author's point.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have partners discuss the question and share their findings with another partnership. Students will add to their Knowledge Blueprint in this lesson.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with vowel team syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 64 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to draft a conclusion for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.d, 5.W.2.B.h
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Conclusion Text. Model how an effective conclusion summarizes the essay.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading *follow the order shown below	Writing
	12 - Close Reading: Compare and Contrast the Overall Structure of Concepts in Two Texts 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Tas	13 - Language: Rules for Comma Usage

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to compare and contrast the overall chronological structure in two texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have partners discuss the question and share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about laws and the ways laws change over time. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Language 13):
Teaching Point: *Today we are going to learn rules for comma usage.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.B.c

Detailed Description/Instructions:

- **One way to do this** is display and review the Purpose of Commas Chart. Read aloud the ways commas are used and the examples, and point out the placement of the comma. Then display the Modeling Text, and model when to add commas in the sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Consonant -le Pattern	1 - "*Liberty Medal Acceptance Speech*" First Reading: Summarize and Synthesize to Build Knowledge About Liberty	3 - Write an Informative/ Explanatory Essay: Revise to Improve Sentences by Expanding Sentences

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and summarize and synthesize to learn about liberty.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is display and introduce words from the text using the Define/Example/Ask Routine. Then, have students open to "Liberty Medal Acceptance Speech" and have students preview the text to form before-reading inferences. Read aloud paragraphs 1 and 2 and model how to find key details. Then, display the Summarize and Synthesize Anchor Chart and model how to use key details to summarize and then synthesize the information.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about the consonant -le syllable pattern to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with the consonant -le syllable pattern. Continue to use the Reading Big Words Strategy anchor

chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-5 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill.

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to revise sentences by expanding them in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is display and read aloud the draft of the Modeling Text. Model how to evaluate your writing to improve it and discuss how to revise and expand sentences to include important information.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4- "*Liberty Medal Acceptance Speech*" Close Reading: Explain the Relationship Between Chronological Events in a Text	5 - Grammar in Context: Linking Words with the Same Clause 6 - Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to explain the relationship between chronological events in a persuasive speech.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students discuss the question with a partner and share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to analyze relationships between clauses in sentences that are linked by conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review conjunctions, then display and read aloud paragraph 8 in "Liberty Medal Acceptance Speech." Highlight the sentence listed and model how to analyze and annotate the conjunction in the sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to revise to include domain-specific vocabulary in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.B.d, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Unedited Text. Model how to evaluate and revise your writing to include more domain-specific words. Then, read aloud the Edited Text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - "*Liberty Medal Acceptance Speech*" Close Reading: Explain How an Author Uses Reasons and Evidence	8 - Write an Informative/ Explanatory Essay: Revise for Correct Use of Conjunctions and Prepositions

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence to support claims in a persuasive text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students discuss the question with a partner and then share their findings with another partnership. Students will add to their Knowledge Blueprint in this lesson.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 70-71 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to revise for correct use of conjunctions and prepositions in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Unedited Modeling Conjunctions and Prepositions Text. Model how to evaluate and revise your writing to link sentences using prepositions or conjunctions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information from Several Texts 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 -Write an Informative/ Explanatory Essay: Revise for Correct Comma Usage

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from several texts in order to answer a question knowledgeably.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students discuss the question with a partner and then share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about the Constitution. Students will discuss their completed Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 72 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to revise for correct comma usage in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Comma Usage Text. Model how you evaluate and revise to check for correct use of commas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*The New Colossus*" Interpret Figurative Language: Metaphor 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write an Informative/ Explanatory Essay: Create a Title/Use Technology to Publish Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to identify and interpret metaphors in poetry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to read aloud lines 1-6, and model your thinking as you identify and interpret metaphors. Display the Figurative Language Anchor Chart and discuss the information you summarized about metaphors.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about this unit's Essential Question and Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to create a title for your informative/explanatory essay and use technology to publish it.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Developing a Title Text. Model how to create an effective title. Then, model how to add visual elements, such as photos,

captions, and illustrations with technology.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, 5.R.1.B.b, 5.R.3.B.g, 5.L.1.A.a, 5.L.1.B.c, 5.W.2.B.a-h
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Write Interview Questions.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *The U.S. Constitution: Then and Now.*

Unit 4: Recognizing Author's Point of View

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Recognizing Author's Point of View
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read poems and narrative fiction told by authors and narrators from different races, ethnicities, and genders. They will work to synthesize information. After identifying the narrator of a piece as well as the point of view, students will learn how to determine the narrator's perspective. Students will thoughtfully read to determine an author's purpose and will further their work to discover what readers can learn from that author's perspective. Ultimately, students will learn how other perspectives can help us evaluate our world.

Topic 1 (Week 1)
In week 1, students will explain how a series of sections provides the overall structure of a story. Also, students will describe how a narrator's point of view influences how events are described. In writing, students will begin to prepare to write a fictional narrative piece from a text-based prompt. In word study, students will use knowledge of the vowel-consonant-e syllable pattern to read and pronounce multisyllabic words correctly.

Topic 2 (Week 2)
In week 2, students will continue to explain how a series of sections provides the overall structure of a story. Students will further their work in describing how a narrator's point of view influences how events are described. Students will also summarize texts. Students will be introduced to comparing and contrasting themes in two stories of the same genre. In writing, students will utilize their checklist to develop their character within their fictional narrative. In word study, students will work with homographs to read and pronounce them correctly in context.

Topic 3 (Week 3)
In week 3, students will polish their skills in describing how the narrator's point of view influences how events are described. Additionally, students will continue to learn how to effectively compare and contrast themes in two stories of the same genre. Students will begin to learn how to describe a poet's message and how the poet utilized figurative language. In writing, students will write and revise their fictional narrative and will have an opportunity to evaluate and reflect on their piece.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 4 materials

Essential Question:

- How can other perspectives help us evaluate the world?

Enduring Understandings:

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

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
  - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary by:
  - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
  - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.
  - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.1.D** Read independently for multiple purposes over sustained periods of time by:
  - 5.R.1.D.b producing evidence of reading
- **5.R.2.A** Read, infer, analyze, and draw conclusions to:
  - 5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel
  - 5.R.2.A.c describe how a narrator's or speaker's point of view influences others
- **5.RF.3.A** Develop phonics in the reading process by:
  - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
  - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.C** Reread, revise, and edit drafts with assistance from adults/peers to
  - 5.W.1.C.a develop and strengthen writing by: revising, main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **5.W.2.C** Write fiction or nonfiction narratives and poems to:
  - 5.W.2.C.a establish a setting, situation/topic and introduce a narrator and/or characters
  - 5.W.2.C.b use narrative techniques such as dialogue, motivation and descriptions
  - 5.W.2.C.c organize an event sequence that unfolds naturally to establish a beginning/middle/end
  - 5.W.2.C.d use a variety of transitions to manage the sequence of events
  - 5.W.2.C.e use specific, relevant and accurate words that are suited to the topic audience and purpose
- **5.L.1.A** In speech and written form, apply standard English grammar to

    - 5.L.1.A.a explain and use the eight parts of speech
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings) Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
	to develop an understanding of vocabulary	appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	
5.R.1.D.b	Read independently, producing evidence of reading	Select appropriate texts for independent reading Maintain focus and stamina over extended reading time Adjust reading behaviors based on purpose (skimming, rereading, note-taking) Produce evidence of written (e.g., reading log, written responses, summaries) Connect evidence to specific parts of the text	3
5.R.2.A.b	Explain the theme or moral lesson, conflict, and resolution in a story or novel	Identify the central theme or moral lesson of a story or novel Explain the theme or lesson in a sentence (one word is a topic) Identify the main conflict Explain how the conflict develops Describe how the conflict is resolved Explain how the conflict and resolution support or reveal the theme or moral lesson Use specific textural evidence to support explanations	3
5.R.2.A.c	Describe how a narrator's or speaker's point of view influences events	Identify the narrator's or speaker's point of view (first person, third person) Describe the narrator's perspective, including attitudes, beliefs, or biases Explain how the narrator's perspective shapes how events are described. Analyze how the narrator's knowledge or limitations affect the reader's understanding Use specific textual evidence to support	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		analysis Explain how events might be interpreted differently from another character's or narrator's perspective	
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2
5.RF.3.A.b	Read roots words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.C.a	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas so information flows logically Maintain focus by removing or revising	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version	
5.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or well-developed characters Use effective narrative techniques such as dialogue, descriptions that create imagery, character motivation Organize events in a logical, natural sequence with a clear beginning, middle, and end Use a variety of transitions Use specific, relevant, and precise vocabulary	3
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.SL.1.A.b	Listen to, pose, and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 4 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 4 Cumulative Spelling Assessment and Dictation ● Unit 4 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
robust seldom distinct drifting civilized irritated appreciative scowled accent clenched pitiful contorted grimace	point of view perspective influence narrator context

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint for Recognizing Author's Point of View 2 - "*I Hear America Singing*" and "*Caged Bird*" First Reading: Ask Questions About Characters and Events to Learn About Perspective	3 - Write a Fictional Narrative: Read a Prompt and Mentor Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore different points of view and perspectives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 4 multimedia video. Use the Unit 4 Opener to introduce the Essential Question. Explain that as we explore the topic of *Recognizing Author's Point of View*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and ask questions about characters and events to learn about perspective.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, display and have students open to "I Hear America Singing" and "Caged Bird." Preview the text, noting titles and graphic features. Display the Ask Questions Anchor Chart and model how to jot down before- and during-reading questions in the margins as you read.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 2

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to read and analyze a narrative mentor text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the Mentor Writing Prompt and Mentor Text. Read aloud and analyze the prompt. Then, read aloud the Mentor Text and analyze the features of a narrative. Create a Fictional Narrative Anchor Chart to summarize the features of a narrative.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Vowel-Consonant-e Syllable Pattern	4 - "*I Hear America Singing*" and "*Caged Bird*" Build Vocabulary: Determine the Meaning of Words and Phrases as They Are Used in a Text	6 - Write a Fictional Narrative: Analyze Characters and Events

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to use context clues, such as synonyms, to determine the meaning of unknown words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to read aloud the first two lines of "I Hear America Singing." Circle the word **blithe** and model how to use synonyms to determine the meaning of the word. Then, read the first stanza of "Caged Bird" and model how to determine the meanings of **downstream** and **current.**

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use what we know about the vowel-consonant-e syllable pattern to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with the vowel-consonant-e syllable pattern. Continue to use the Reading Big Words Strategy Anchor Chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-3 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill. There are also two additional lessons to use as needed.

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to analyze characters and events for our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Analyze the Source Text Chart. Read aloud Excerpts 1 and 2 and model how to use events in the poem in your narrative.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*I Hear America Singing*" and "*Caged Bird*" Describe How a Narrator's Point of View Influences How Events Are Described	8 - "*I Hear America Singing*" and "*Caged Bird*" Language in Context: Choose Words and Phrases to Convey Ideas Precisely 9 - Write a Fictional Narrative: Read to Find Character Traits in a Source Text

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to identify the narrator's point of view and describe how it influences how events are described.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.D.b, 5.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to read aloud the title and first line of "I Hear America Singing." Model how you annotate the text and analyze the narrator's point of view or perspective and their vision of America. Continue modeling with lines 2-9. Students will begin their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Language 8):
Teaching Point: *Today we are going to analyze precise words and ideas in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review precise words and ideas. Display and read aloud lines 10-11 from "I Hear America Singing." Highlight the lines listed and model how to think about and annotate it, including unfamiliar words and words that appeal to your senses that help you imagine what the poet is describing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to read to find character traits in a source text for our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is display and distribute a Character Trait Chart. Model how to use evidence from the poem, including thoughts, actions, and words, to determine the character's traits. Add the traits, evidence, and type of evidence to your chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Gold Country*" First Reading: Create Mental Images of Characters and Events to Learn About Perspective 12 - "*Gold Country*" Analyze How Setting and Conflict Contribute to Plot	11 - Write a Fictional Narrative: Develop Your Character's Voice

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to develop vocabulary and create mental images of characters and events to learn about perspective.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.g, 5.R.1.D.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Then, have students open to "Gold Country." Preview the text and draw inferences about the topic. Read the introduction and paragraphs 1-6, underlining sensory language and descriptions that help create mental images. Make note of or sketch the mental pictures in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to analyze how setting and conflict contribute to the plot of a story.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.D.b, 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to "Gold Country." Discuss with students how the setting and conflict contribute to the story's plot, and create a Story Structure Anchor Chart with students. Students will add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 78-79 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to develop your character's voice for your fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a, b, e
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Text. Model how you used the character traits from the previous lesson to develop the character's voice using their dialogue, thoughts, and actions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Build Vocabulary: Determine the Meaning of Figurative Language 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Grammar: Form and Use Perfect Verb Tenses

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to identify and determine the meaning of similes.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review what a simile is using the Figurative Language Anchor Chart. Then, reread paragraph 2 of "Gold Country" and model identifying the simile and determining its meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.b, 5.R.2.A.c, 5.SL.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about point of view and perspectives. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 80 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing/Grammar 14):
Teaching Point: *Today we are going to form and use perfect verb tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the Perfect Verb Tense Chart. Discuss the verb tenses, how they are used, and examples. Have partners reread the Mentor Text and find verb phrases in the perfect tense, then discuss how verb tenses help them understand when the action takes place.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Homographs	1 - "*I Speak Spanish, Too*" First Reading: Ask Questions About Characters and Events to Learn About Perspective	3 - Write a Fictional Narrative: Read the Prompt and Checklist

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and ask questions about characters and events to learn about perspective.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Then, have students open to "I Speak Spanish, Too." Preview the text and display the Ask Questions Anchor Chart. Read paragraphs 1-4 and have students jot down before- and during- reading questions in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to learn about homographs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce homographs, noting that some are pronounced the same and some are pronounced differently, with an emphasis on a different syllable. Continue to use the Reading Big Words Strategy anchor chart to read words fluently. Model using context clues to define the homograph.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to read and analyze the writing prompt and checklist for our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to review the features of a fictional narrative using the Fictional Narrative Anchor Chart. Then, display and distribute copies of the Student Writing

Prompt and Fictional Narrative Writing Checklist. Read and analyze the writing prompt, and then read and explain the checklist.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*I Speak Spanish, Too*" Summarize the Text 5 -Build Vocabulary: Determine the Meaning of Figurative Language	6 - Write a Fictional Narrative: Use Event Descriptions from a Source Text

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to summarize a text using key events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraphs 1-5 of "I Speak Spanish, Too." Model identifying key events and using those events to write a summary.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to use context clues to determine the meaning of idioms.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review what an idiom is. Then reread paragraph 5 and model how to use context clues to determine the meaning of the idiom "let him have it."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell homographs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to use event descriptions from a source text for our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a, b, c
Detailed Description/Instructions:

- **One way to do this** is display and distribute the Setting, Events, and Character Chart. Refer to "I Speak Spanish, Too" and model how to find clues from descriptions to establish a setting, characters, and events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*I Speak Spanish, Too*" Close Reading: Explain How a Series of Sections Provides the Overall Structure of a Story	7 - "*I Speak Spanish, Too*" Language in Context: Recognize Dialect and Register: Fragments and Run-Ons 9 - Write a Fictional Narrative: Develop the Character

Engaging Experience 26 (Writing/Language 7):
Teaching Point: *Today we are going to analyze the author's use of dialect, register, fragments, and run-ons in a narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review dialect, register, fragments, and run-ons. Then read aloud paragraph 5 from "I Speak Spanish, Too" and highlight the sentence listed. Model how to analyze it and explain why the author chose to write the sentence the way that she did. See the note below about fragments and run-ons.

Suggestions:

- *Consider using the Integrated ELD box.*
- *The TRS calls "I told him all that" a fragment. That is actually a sentence, because it has a subject and a verb. The sentence doesn't give a lot of information, but it is a sentence. Later, another example is called a run-on sentence. That sentence is not technically a run-on sentence. It is just more compound sentences put together than is ideal. In this lesson, rather than confusing students, talk about how the writer is using these less than ideal sentences to sound like realistic speaking. Use the Fragment and Run-on examples in the Blue Box to show students correct examples of those two common errors.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to explain how a series of sections provides the overall structure of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read the close reading question. Display the Story Structure Anchor Chart as well. Have students discuss the question with a partner, and then share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to work with Homographs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 86-87 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to develop the character for our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute a Character Trait Chart. Model how to use evidence from the story to analyze the character's traits, and add the information to the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*I Speak Spanish, Too*" Close Reading: Describe How a Narrator's Point of View Influences How Events Are Described	11 - Write a Fictional Narrative: Develop the Character's Voice

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to understand how the narrator's point of view influences how events are described.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.D.b, 5.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Ask students to underline evidence in the text, then have students discuss the question with a partner. Students will add to their Knowledge Blueprint in this lesson

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to work with Homographs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 33 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to analyze ways to convey voice in a narrative by using character traits.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute a Developing Character's Voice Chart. Model to use the character traits from the previous lesson to develop the character's voice, and then add information to the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Grammar: Develop Realistic Dialogue

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to compare and contrast themes in two stories in the same genre.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students discuss the question with a partner, then share their findings with another partnership.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.b, 5.R.2.A.c, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about point of view and perspective. Students will complete their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar 13):
Teaching Point: *Today we are going to develop realistic dialogue.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to display the Interjections and Punctuation Chart. Review interjections and punctuation and explain that authors use them to make dialogue more realistic. Display the Modeling Text and analyze the punctuation and interjections used.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Variant Vowels /o͞o/ and /o͝o/	1 - "*Miguel's Prophecy*" First Reading: Create Mental Images of Characters and Events to Learn About Perspective	3 - Write a Fictional Narrative: Use Dialogue to Dramatize Events

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and create mental images of characters and events to learn about perspective.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.b, g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, preview "Miguel's Prophecy," including graphic features. Display the Create Mental Images Anchor Chart. Read paragraphs 1-9 and underline sensory language and descriptions that help create mental images. Write or draw the images in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use variant vowels /o͞o͞/ and /o͝o͝/ to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with variant vowels /o͞o͞/ and /o͝o͝/. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions:

- *Consider using the Integrated ELD box.*
- *If you aren't sure what these vowels sound like, use the Articulation Videos found in the online resources. Rather than variant vowels, they are called complex vowels.*

Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-5 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill.

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to use dialogue to dramatize events in our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.C.b ,e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Source Text (excerpt from paragraph 5 of "I Speak Spanish, Too"). Model how to use dialogue to rewrite the scene to add detail and drama, and display the Modeling Text to show the dialogue you added.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Miguel's Prophecy*" Close Reading: Describe How a Narrator's Point of View Influences How Events Are Described	5 - Grammar in Context: Explain the Function of Conjunctions at the Beginning of Sentences 6 - Write a Fictional Narrative: Use Descriptions to Develop Events

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to describe how a narrator's point of view influences how events are described.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students discuss the question with a partner and then share their thoughts with another partnership using the Build Up and Idea Plus protocol.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to explain the function of conjunctions at the beginning of sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 7 in "Miguel's Prophecy." Highlight the sentence listed and model how to analyze the use of the conjunction "but."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with variant vowels /ōō/ and /o͝o/ (oo, ew, ue, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to use descriptions to develop events for our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.C.b, d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Draft section of the Modeling Using Description Text. Discuss how description and dialogue needs to be added, and then read and analyze the Revision.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - "*Miguel's Prophecy*" Close Reading: Determine the Meaning of Figurative Language	8 - Write a Fictional Narrative: Revise to Improve Dialogue

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to determine the meaning of figurative language.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and read the close reading question. Teach or review what adages and proverbs are. Review similes and idioms. Have students reread and annotate the text with a partner, then have partners share their analysis with another partnership. Students will add to their Knowledge Blueprint in this lesson

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display for instructional purposes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell words with variant vowels /ōō/ and /o͝o/ (oo, ew, ue, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 94-95 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to revise to improve dialogue in our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.C.b, d
Detailed Description/Instructions:

- **One way to do this** is to review the difference between formal and informal register. Then, display the Modeling Revision Text and model how to revise dialogue to make it sound more informal, realistic, and conversational.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Write a Fictional Narrative: Correcting Verb Tenses

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to compare and contrast themes in two stories in the same genre.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students discuss the question with a partner and then have partners share their thoughts with another partnership using the Build Up an Idea Plus protocol.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.b, 5.SL.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about the unique perspectives of different characters. Students will discuss their completed Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with variant vowels /o͞o/ and /o͝o/ (oo, ew, ue, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and

Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.
Suggestions: *Use page 96 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to correct verb tenses in our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review perfect verb tenses using the Past Perfect Verb Chart. Then, display the Unedited Text and underline the verbs **had practiced, have read, and will have studied.** Explain how you know the verb tense is correct.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*I, Too*" Describe the Poet's Use of Figurative Language 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write a Fictional Narrative: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to interpret figurative language in poetry to explain the author's message.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b,d
Detailed Description/Instructions:

- **One way to do this** is to display the Features of Poetry Anchor Chart. Read the poem and interpret the figurative language used by the author.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.2.A.c, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about this unit's Essential Question and Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to evaluate and reflect on our fictional narrative.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to model how to use the rubric and scoring guide to evaluate the Mentor Text. Students will use the rubric to evaluate their writing for one of the criteria during guided practice.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, 5.R.1.B.b, d, 5.R.2.A.c, 5.L.1.A.a, 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Write a Summary.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *Recognizing Author's Point of View.* Students can pick from one to all authors to highlight in their response. Students should be able to have constructive class or group conversations about their summary.

Unit 5: Technology's Impact on Society

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Technology's Impact on Society
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read poems, informational texts, and narrative nonfiction that explore technology and its impact on society. Through various readings about different technological innovations, students will identify the innovation itself and explain how it contributed to the Industrial Revolution. Students will also be challenged to describe how the innovation effected people's lives, specifically, what value the technology brought to their lives.

Topic 1 (Week 1)
In week 1, students learn to explain how a series of stanzas fit together to provide the overall structure of a poem. Also, students will explain the relationship between chronological events within a text, and events such as problems/solutions. Additionally, students will learn to integrate information from multiple sources. In writing, students will lay the groundwork for their opinion essay. In word study, students will use knowledge of noun suffixes to read and spell words.

Topic 2 (Week 2)
In week 2, students will further their work in explaining how a series of stanzas fit together to provide the overall structure of a poem. Furthermore, students will learn to determine the theme of a poem and then stretch that work to compare and contrast poems that have similar themes. In writing, students will learn how to effectively state their opinion, incorporate research to support their opinion, and use words/phrases to develop reasons to support their opinions. In word study, students will learn how to use common Latin roots as clues to a word's meaning.

Topic 3 (Week 3)
In week 3, students will continue to refine their skills around integrating information from multiple sources. In addition, students will enhance their compare/contrast skills as they apply them in the context of the overall structure of concepts in two texts. Students will get an opportunity to analyze the problem/solution text structure. Also, students will learn how to identify and interpret the use of figurative language, including personification, in a poem. In writing, students will write and revise their opinion essay. In word study, students will work with homophones.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 5 materials

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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
  - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B.** Develop an understanding of vocabulary to:
  - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
  - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
  - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
  - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.1.D** Read independently for multiple purposes over sustained periods of time to:
  - 5.R.1.D.a read a text that is developmentally appropriate
  - 5.R.1.D.b produce evidence of reading
- **5.R.2.A** Read, infer, analyze, and draw conclusions to:
  - 5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel
- **5.R.3.A** Read, infer, and draw conclusions to:
  - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.C** Read, infer, and draw conclusions to:
  - 5.R.3.C.c analyze how the pattern of organization of a text influences the relationships
  - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- **5.RF.3.A** Develop phonics in the reading process by:
  - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
  - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
  - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
  - 5.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or

near, the beginning of the first paragraph
    - 5.W.1.B.c categorizing, organizing, and sequencing facts, and details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organization structure
    - 5.W.1.B.d restating the overall main idea in the concluding statement
    - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 5.W.1C.b edit for language conventions
- **5.W.2.A.** Write opinion texts that:
    - 5.W.2.A.a introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
    - 5.W.2.A.b state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
    - 5.W.2.A.c use specific and accurate words that are related to the topic, audience and purpose
    - 5.W.2.A.d contain information using student's original language except when using direct quotation from a source
    - 5.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
    - 5.W.2.A.f use transitions to connect opinion and reason
    - 5.W.2.A.g organize the supporting details/reasons into introductory, supporting and concluding paragraphs
- **5.W.3.A** Apply research process to
    - 5.W.3.A.d select relevant sources, literary and informational
    - 5.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **5.L.1.B** Communicate using conventions of English language to
    - 5.L.1.B.c use a comma to separate an introductory clause in a complex sentence
    - 5.L.1.B.h use apostrophes in singular nouns to show possession
    - 5.L.1.B.i write apostrophes in regular plural nouns to show possession
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	**Unwrapped Concepts (Students need to know how to)**	**Unwrapped Skills (Students need to be able to do)**	**Webb's DOK**
5.R.1.A.a -b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	2
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings) Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of	Use conversational vocabulary appropriately	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
	vocabulary	Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	
5.R.1.D.a -b	Read independently for multiple purposes over sustained period of time	Select appropriate texts for independent reading Read independently Maintain focus and stamina over extended reading time Adjust reading behaviors based on purpose (skimming, rereading, note-taking) Produce evidence of written (e.g., reading log, written responses, summaries) Connect evidence to specific parts of the text	3
5.R.2.A.b	Explain the theme or moral lesson, conflict, and resolution in a story or novel	Identify the central theme or moral lesson of a story or novel Explain the theme or lesson in a sentence (one word is a topic) Identify the main conflict Explain how the conflict develops Describe how the conflict is resolved Explain how the conflict and resolution support or reveal the theme or moral lesson Use specific textural evidence to support explanations	3
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		reading	
5.R.3.C.c	Analyze how the pattern of organization of a text influences the relationships	Identify the text's organizational pattern (cause/effect, compare/contrast, sequence, problem/solution, description) Explain the relationships between ideas, events, or concepts presented in the text Analyze how the organizational pattern shapes those relationships (e.g. how cause/effect shows why something happens) Use specific examples or evidence from the text to support the analysis Explain why the author may have chosen that structure to help the reader understand the topic.	3
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.RF.3.A.b	Read roots words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.B.a-e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Establish one clear main idea Write an overall topic sentence at or near the beginning of the first paragraph that clearly states the main idea Support the main idea with relevant details throughout the text Develop supporting paragraphs that elaborate on ideas using relevant facts, details, or events Write a concluding paragraph that brings closure and restates the main idea Address the identified audience, organization, and purpose Draft independently, showing the ability to move from planning to a coherent written piece	2
5.W.1.C.a, b	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas so	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version Identify and correct errors in capitalization, punctuation, grammar, and spelling Apply grammar rules accurately	
5.W.2.A.a -g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide relevant reasons that support the opinion Support each reason with facts and details Use specific, accurate vocabulary Write primarily in the student's own words Use direct quotations appropriately Reference the author(s) or source name when including facts or details from a text Use transitions to clearly connect opinions and reasons Maintain a consistent focus and logical flow	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.W.3.A.d	Select relevant resources using the research process	Identify a clear research question or topic Determine what type of information is needed Distinguish between relevant and irrelevant sources Use text features and search tools to evaluate and use sources Choose age-appropriate, credible sources	2
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.L.1.B.c	Use a comma to separate an introductory clause in a complex sentence	Identify a complex sentence (an independent clause joined with a dependent clause) Recognize common introductory clauses (e.g., although, after, since) Determine where the introductory clause ends and the main clause begins Insert a comma after the introductory clause before the independent clause (After the storm ended, we went outside) Avoid inserting unnecessary commas when the dependent clause comes after the independent clause (We went outside after the storm ended)	1
5.L.1.B.h	Use apostrophes in singular nouns to show possession	Recognize when a singular noun shows ownership or possession Correctly add 's to singular nouns to show possession (e.g., the teacher's desk) Use apostrophes correctly with singular nouns that already end in s (e.g., James's book) Distinguish between singular possessive	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		and plural forms Avoid confusing contractions with possessives (e.g., it's vs its)	
5.L.1.B.i	Use apostrophes in regular plural nouns to show possession	Recognize when a regular plural noun shows ownership Form regular plural nouns correctly by adding -s or -es (e.g., students, classes) Add an apostrophe after the final s (e.g., students' projects) Distinguish between plural nouns and plural possessive nouns (e.g., dogs vs dogs') Distinguish between singular possessive and plural possessive forms (e.g., dog's bone vs dogs' bones)	1
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 5 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 5 Cumulative Spelling Assessment and Dictation ● Unit 5 Cumulative Word Fluency ● Informative/Explanatory Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
summon'd (summoned) launched progress process tedious widespread flicker circulating contentedly originated revolutionized declined	confident forged industry manufacture production revolution

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1- Introduce the Blueprint: Technology's Impact on Society 2 - "*Technology and the Lowell Mill Girls*" First Reading: Draw Inferences to Build Knowledge About Technology	3 - Write an Opinion Essay: Brainstorm Your Initial Opinion

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore the value that technology brings to people's lives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 5 multimedia video. Use the Unit 5 Opener to introduce the Essential Question. Explain that as we explore the topic of *Technology's Impact on Society*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and draw inferences to build knowledge about technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.b, g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, open to "Technology and the Lowell Mill Girls." Preview the text, including graphic features. Display the Draw Inferences Anchor Chart and have students draw inferences based on the titles, photos, and texts.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to brainstorm ideas for an opinion essay based on a science or technology topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.e, 5.W.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the Opinion Essay Writing Checklist. Explain how students will use this checklist as they write. Then, use the Modeling Brainstorm Chart to model brainstorming science and technology topics that you have opinions about.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Noun Suffixes (-ology, -ant, -er, -or, -ery)	4 - "*Technology and the Lowell Mill Girls*" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Vocabulary	6 - Write an Opinion Essay: Select Knowledgeable and Credible Online Sources

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to use context clues to determine the meaning of domain-specific words.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud lines 5-8 from "A Mill Picture." Model how you use context clues and a dictionary to determine the meaning of **shuttles**.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use what we know about the noun suffixes -ology, -ant, -er, -or, and -ery to read and define words accurately.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to teach students that when one of these suffixes is added to the end of a word, the word becomes or remains a noun. Model using syllable division to pronounce words with noun suffixes. Continue to use the Reading Big Words Strategy anchor chart to read words fluently. Model using your knowledge of suffixes, syllable patterns, and context clues to read and define the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 2

On subsequent days, use lessons 1-3 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill. There are also two additional lessons to use as needed.

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to select knowledgeable and credible online sources for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.3.A.d
Detailed Description/Instructions:

- **One way to do this** is to explain why not all websites are trustworthy. Display the Modeling Evaluating Online Sources Guide and read the evaluation questions and results.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*Technology and the Lowell Mill Girls*" Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem	8 - "*Eli Whitney's Cotton Gin*" Language in Context: Correctly Use Frequently Confused Words 9 - Write an Opinion Essay: Take Notes from Online Sources

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to analyze and explain structural elements of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud "A Mill Picture." Display the Features of Poetry Anchor Chart. Model how to analyze parts of a poem, such as stanzas and rhyming words, to understand its structure. Students will begin the Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Language 8):
Teaching Point: *Today we are going to correctly use frequently confused words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b, g
Detailed Description/Instructions:

- **One way to do this** is to read sentence 2 from paragraph 6 of "Eli Whitney's Cotton Gin." Discuss the difference between effect and affect and the meaning and part of speech of each word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with noun suffixes (-ology, -ant, -er, -or, -ery).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to take notes from online sources for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.3.A.d, g
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Note-Taking Guide. Model how to take notes as you find information about your topic and how to use this information to revise your opinion if necessary. Model how to organize facts and details into groups.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Eli Whitney's Cotton Gin*" First Reading: Distinguish Between Important and Unimportant Information to Learn About Technology 12 - "*Eli Whitney's Cotton Gin*" Explain the Relationship Between Events in a Problem/Solution Text	11 - Write an Opinion Essay: Organize Your Essay

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to develop vocabulary and distinguish between important and unimportant information to learn about technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, open to "Eli Whitney's Cotton Gin." Preview the text, including graphic features. Display the Important/Unimportant Information Anchor Chart. Read paragraphs 1-7 and underline important facts that relate to the invention of the cotton gin.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to explain the relationship between events in a problem and solution text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.D.a, b, 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraphs 2-3. Model how to analyze the problem and solution structure to understand the relationship between events. Students will add to their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Read and spell words with noun suffixes (-ology, -ant, -er, -or, -ery).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 102-103 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to organize our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, c, 5.W.2.A.b, g
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Opinion Essay Planning Guide. Model how to write an opinion statement, organize research into three reasons, add evidence for each reason, and write a concluding statement. Tell students to look at their flow of ideas and see if it makes sense and to rearrange ideas if needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Grammar: Understand Modifying Phrases

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to integrate information from multiple sources to speak knowledgeably about a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read the prompt. Model how to find key details and make inferences in both texts. Then, model how to integrate those details and inferences into a synthesis.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider snipping the blue box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.3.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about technology and its value. Students will discuss their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with noun suffixes (-ology, -ant, -er, -or, -ery).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 104 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing/Grammar 14):
Teaching Point: *Today we are going to understand modifying phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to teach modifying phrases and give examples. Then, display the Model Modifying Phrases Text 1 and 2 and discuss the purpose of the modifying phrase in each.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Latin Roots (spec, liter, vent, struct)	1 - "*Poems of the Industrial Age*" First Reading: Draw Inferences to Learn About Technology	3 - Write an Opinion Essay: Draft Your Opinion/State Your Opinion

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and draw inferences to learn about technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.b, g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, open to "Poems of the Industrial Age." Preview the text, including graphic features. Display the Draw Inferences Anchor Chart. Read the poems "Banking Coal" and "Train Wreck" and make inferences in the margins.

Suggestions:

- *Consider using the Integrated ELD box.*
- *These poems are complex to understand with several uncommon vocabulary terms, so allow time for yourself to read and analyze the poems before teaching the reading lessons this week.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use the Latin roots spec, liter, vent, struct to read, spell, and define words.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with Latin Roots. Continue to use the Reading Big Words Strategy anchor chart to read words fluently. Teach the meaning of each Latin root, and show how knowing the meaning of the root helps students find the meaning for the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

On subsequent days, use lessons 1-3 in the Phonics and Word Study Resource Book for explicit instruction and practice with this week's focus skill. There are also two additional lessons to use as needed.

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to draft the introduction for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, b, c, 5.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to teach the importance of a strong introduction. Display and read aloud the Modeling Draft Introduction Text, noting the clear, focused opinion statement that presents a summary of your reasons and previews the essay's overall structure.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Poems of the Industrial Age*" Determine the Theme of a Poem 5 - "*Poems of the Industrial Age*" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Vocabulary	6 - Write an Opinion Essay: Incorporate Research to Support Your Opinion

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to determine the theme of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud lines 1-10 from "Banking Coal." Model how to underline key details and ask questions about what the text really means. Then, use those key details to determine the theme of the poem.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to use context clues to determine the meaning of domain-specific words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud lines 4-8 of "Banking Coal." Circle the word **charcoal** and model how to use cause and effect context clues to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with Latin roots (spec, liter, vent, struct).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to incorporate research to support our opinion in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.c, 5.W.2.A.b, d, e, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Supporting Evidence Text. Model how to integrate evidence to create a cohesive paragraph.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*Poems of the Industrial Age*" Close Reading: Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem	7 - "*Poems of the Industrial Age*" Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement 9 - Write an Opinion Essay: Link Opinion and Reasons Using Words and Phrases

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to ensure subject-verb and pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that subjects and verbs must agree with each other in number. Display and read aloud lines 1 and 2 of "Banking Coal." Analyze and annotate the lines, discussing how the subjects and verbs agree with each other.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 1

<u>Engaging Experience 27 (Reading 8):</u>
Teaching Point: *Today we are going to explain how stanzas fit together to provide the overall structure of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students reread and annotate the text with a partner. Encourage students to use examples of rhyme scheme, stanza structure, and repetition in their answers.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

<u>Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):</u>
Teaching Point: *Today we are going to spell and sort words with Latin roots (spec, liter, vent, struct).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 110-111 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 29 (Writing 9):</u>
Teaching Point: *Today we are going to use linking words to connect opinions to reasons in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Linking Words and Phrases Text. Draw attention to the words and phrases that show the relationship between the opinion and the reason, such as **plus, furthermore,** and **finally.**

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*Poems of the Industrial Age*" Close Reading: Determine the Theme of a Poem	11 - Write an Opinion Essay: Draft a Concluding Statement

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to determine the theme of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students read and annotate the text with a partner, then share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with Latin roots (spec, liter, vent, struct).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 112 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to draft a concluding statement for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.c, d, 5.W.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Draft Concluding Statement Text. Model how to write a conclusion that reminds readers of your opinion, summarizes your most persuasive evidence, and includes a memorable last sentence.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Compare and Contrast Poems with Similar Themes 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Grammar in Context: Ensure Pronoun-Antecedent Agreement

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to compare and contrast poems with similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students read and annotate the text with a partner, then share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about technology and its value. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar 13):
Teaching Point: *Today we are going to ensure pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display the sentence listed and model connecting the sentences using correct pronoun-antecedent agreement. Remind students that the pronoun should agree in number and gender with its antecedent.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Homophones	1 - "*The Making of the Industrial Age*" First Reading: Distinguish Between Important and Unimportant Information to Learn About Technology	3 - Write an Opinion Essay: Revise to Vary Sentence Beginnings to Improve Fluency

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and distinguish between important and unimportant information to learn about technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Then, open to "The Making of the Industrial Age." Preview the text, including the graphic features. Display the Important/Unimportant Information Anchor Chart. Read paragraphs 1-8, annotate the key details, and write notes on the main idea in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to identify and define homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce homophones. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Review that homophones are words that sound the same but are spelled differently and have different meanings. Give examples of words that sound similar but have different meanings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to revise to vary sentence beginnings for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Varying Sentences Text. Model how to combine sentences and use dependent phrases to vary the beginning of sentences that sound repetitive.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Making of the Industrial Age*" Close Reading: Explain the Relationship Between Events in a Chronological Text	5 - Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement 6 - Write an Opinion Essay: Revise to Strengthen Opinions and Reasons

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to examine the relationship between events in a chronological text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students read and annotate the text with a partner, then share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to ensure subject-verb and pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review the definitions of subject-verb and pronoun-antecedent agreements. Display and read aloud sentence 2 of paragraph 3 in "The Making of the Industrial Age." Discuss how the subject and verb agree and how the pronoun and antecedent agree.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to revise our opinion essay to strengthen the opinion and reasons.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Revising to Strengthen Opinions Text. Model how to make your writing more convincing, add more examples, and cite research to strengthen your argument.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - Close Reading: Analyze Problem/Solution Text Structure	8 - Write an Opinion Essay: Create and Edit to Ensure Agreement

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to analyze a problem and solution text structure in two texts.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 5.R.3.C.c, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students read and annotate with a partner, then share their findings with another partnership. Students will add to their Knowledge Blueprint in this lesson

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 118-119 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to edit sentences to ensure pronoun-antecedent agreement in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.L.1.A, 5.L.1.B.h, i
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Pronoun-Antecedent Agreement Text. Discuss the problems in the unedited text and how to revise them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Write an Opinion Essay: Revise Sentences to Express an Opinion Strongly

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from multiple sources to speak knowledgeably about a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to tell students that they can gather information on the same topic from multiple sources and integrate, or combine, ideas. Display and read aloud the close reading question. Have students read and annotate multiple texts with a partner, then share their findings with another partnership.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.a, b, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about technology's impact on society. Students will discuss their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 120 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to revise sentences in our opinion essay to express our opinion strongly.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Revising Text. Model how

to revise your opinion statement by adding convincing language, comparative adjectives, and adverbs to stress your point.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*The Secret of the Machines*" Analyze Poet's Use of Figurative Language: Personification 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write an Opinion Essay: Create a Title/Use Technology to Publish Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to analyze a poet's use of personification.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to explain the meaning of personification. Display or add to the Figurative Language Anchor Chart. Read aloud lines 1-8 of "The Secret of the Machines" and model how to analyze the personification.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about this unit's Essential Question and Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to create a title and publish our opinion essay with technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Titles Text and discuss brainstorming to select a title. Display the Fonts Example Chart and describe how you choose a font.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.R.3.A.a, 5.R.3.B.g, 5.L.1.A, 5.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Create a Timeline.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *Technology's Impact on Society.*

Suggestions: Following the Knowledge Blueprint, have students create a visual timeline (Timelines can include dates, places in history, invention, inventors, etc). Students will create a visual that chronologically represents the technology created and the impact on the society.

Unit 6: Up Against the Wild

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Up Against the Wild
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read different works of fiction related by the theme of survival. Among these works, students will explore various subjects tied to the theme of survival. Students will learn to think analytically as they determine the lesson of the fiction piece. Further work will challenge the students to learn to determine the central message or theme of the piece and the elements that support that theme. Ultimately, students will learn to form ideas around what compels us to survive.

Topic 1 (Week 1)
In week 1, students will apply their compare/contrast learning from previous units to notice similarities and differences between two characters in a text. Based on how characters in stories and dramas respond to challenges, students will determine themes of fictional pieces. Furthermore, students will compare and contrast two stories with similar themes. In writing, students will work to draft, revise, and edit a narrative response to a text based prompt. In word study, students will identify and read words with the variant vowels al, alk, all, au, aw that make the /ô/ sound.

Topic 2 (Week 2)
In week 2, students will continue to apply their skills by comparing/contrasting two characters within a text and comparing/contrasting two stories with similar themes. Readers will also analyze how visual elements contribute to the meaning and tone of the piece. In writing, students will draft, revise, and edit an informative/explanatory response to a text-based prompt. In word study, students will work with noun suffixes.

Topic 3 (Week 3)
In week 3, students will get more practice at comparing/contrasting two characters within a text as well as two stories with similar themes. Readers will also continue working to analyze how visual elements contribute to the meaning and tone of the text. In writing, students will write, revise, and edit opinion responses to a text-based prompt. In word study, students will have the opportunity to identify and define open and hyphenated compound words.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 6 materials

Essential Question:
- What compels us to survive?

Enduring Understandings:

- All works of fiction contain a theme, or central message, this 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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B.** Develop an understanding of vocabulary to:
    - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
    - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.2.A** Read, infer, analyze, and draw conclusions to:
    - 5.R.2.A.a compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
    - 5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel

  5.RF.3.A Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1C.b edit for language conventions
- **5.W.2.A.** Write opinion texts that:
    - 5.W.2.A.a introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
    - 5.W.2.A.b state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
    - 5.W.2.A.d contain information using student's original language except when using direct quotation from a source
    - 5.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
    - 5.W.2.A.g organize the supporting details/reasons into introductory, supporting and

concluding paragraphs

- **5.W.2.B** Write informative/explanatory texts that
  - 5.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
  - 5.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
- **5.W.2.C** Write fiction or nonfiction narratives and poems to:
  - 5.W.2.C.a establish a setting, situation/topic and introduce a narrator and/or characters
  - 5.W.2.C.b use narrative techniques such as dialogue, motivation and descriptions
  - 5.W.2.C.c organize an event sequence that unfolds naturally to establish a beginning/middle/end
  - 5.W.2.C.d use a variety of transitions to manage the sequence of events
  - 5.W.2.C.e use specific, relevant and accurate words that are suited to the topic audience and purpose

5.L.1.A In speech and written form, apply standard English grammar to
- 5.L.1.A.a explain and use the eight parts of speech

5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings by
- 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a -b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	2
5.R.2.A.a	Compare and contrast the roles and functions of characters	Identify major and minor characters Describe the role and function of each character (e.g., protagonist, antagonist, helper) Explain characters' relationships with one another and how those relationships affect the plot Compare similarities in characters' roles, relationships, or conflicts Contrast differences in how characters function, interact, or handle conflicts	3
5.R.2.A.b	Explain the theme or moral lesson, conflict, and resolution in a story or novel	Identify the central theme or moral lesson of a story or novel Explain the theme or lesson in a sentence (one word is a topic) Identify the main conflict Explain how the conflict develops Describe how the conflict is resolved Explain how the conflict and resolution support or reveal the theme or moral	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		lesson Use specific textual evidence to support explanations	
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2
5.RF.3.A.b	Read root words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.C.b	Reread, revise, and edit drafts	Identify and correct errors in capitalization, punctuation, grammar, and spelling Apply grammar rules accurately	2
5.W.2.A.a, b, d, e, g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide relevant reasons that support the	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		opinion Support each reason with facts and details Write primarily in the student's own words Use direct quotations appropriately Reference the author(s) or source name when including facts or details from a text Maintain a consistent focus and logical flow	
5.W.2.B.a, b	Write informative/explanatory texts	Write an introductory paragraph that clearly introduces the topic with a focused topic sentence Develop the topic into well-organized supporting paragraphs Write clear topic sentences for each supporting paragraph Support ideas with relevant facts, details, examples, and quotations	3
5.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or well-developed characters Use effective narrative techniques such as dialogue, descriptions that create imagery, character motivation Organize events in a logical, natural sequence with a clear beginning, middle, and end Use a variety of transitions Use specific, relevant, and precise vocabulary	3
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.SL.1.A.b	Listen to, pose, and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 6 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 6 Cumulative Spelling Assessment and Dictation ● Unit 6 Cumulative Word Fluency ● Interim Assessment 3 (assesses standards taught in Units 1-6)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
dense devour challenge compel survive/survival devastation priorities peril disconsolate confined forlorn notch ancient weary well-worn	literature theme universal

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint: Up Against the Wild 2 - "*Androcles and the Lion*" First Reading: Make Connections to Understand the Theme of Survival	3 - Write a Narrative Response: Read and Analyze a Source Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore survival, or staying alive in dangerous or difficult times.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 6 multimedia video. Use the Unit 6 Opener to introduce the Essential Question. Explain that as we explore the topic of *Up Against the Wild*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and make connections to understand the theme of survival.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Then, open to "Androcles and the Lion" and preview the text, including graphic features. Display the Make Connections Anchor Chart. Read paragraphs 1 and 2, and jot connections you or students make in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to read to analyze a source text for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the source text, "Kitty Hawk." Display the Narrative Anchor Chart and read aloud the Mentor Source Text. Model annotating by underlining key details about the story's characters and events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Variant Vowel /ô/ (al, alk, all, au, aw)	4 - "*Androcles and the Lion*" Build Vocabulary: Use Context Clues to Determine Word Meaning (Cause and Effect)	6 - Write a Narrative Response: Read and Analyze a Text-Based Prompt

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to determine the meaning of unfamiliar words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to have students circle the words and phrases **public spectacle**, **ravenous**, **bounding**, and **summoned**. Underline clues that help determine the meaning of the unfamiliar words or phrases, and look for cause and effect connections to help define the words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to identify and read words with the variant vowel /ô/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model the flexible use of dividing syllables—looking for vowels and knowing each syllable has one vowel sound—to determine which pronunciation sounds like a real word. Pronounce each word using knowledge of the various spellings of the /ô/ sound, including when /l/ is pronounced (al, all) and when it is not (alk). Circle the spelling for /ô/, /ôk/, or /ôl/ in each word (al, alk, all, au, aw), and review the spellings and sounds. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 2

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to analyze a text-based prompt for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Writing Prompt. Read and analyze the prompt to find out exactly what it is asking you to do.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*Androcles and the Lion*" Compare and Contrast Two Characters in a Text	8 - "*Brushfire!*" Language in Context: Compare and Contrast Varieties of English 9 - Write a Narrative Response: Read Closely to Find Details and Events

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to compare and contrast two characters in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "Androcles and the Lion." Read aloud paragraph 1 and model annotating clues in the text that help you identify similarities and differences between Androcles and the lion. Students will begin their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Language 8):
Teaching Point: *Today we are going to compare and contrast varieties of English.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is display and read Meg's third line on page 7. Highlight the sentence fragments listed and model how to analyze and annotate the sentences, focusing on the author's choice to use fragments to convey how the narrator is feeling.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze

DOK: 3

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with variant vowel /ô/ (al, alk, all, au, aw).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to read closely to find details and events for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source Text and the Practice Planning Guide. As you reread the first paragraph, note one or two details about the characters, setting, and what happened, and add them to your planning guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Brushfire!*" First Reading: Summarize and Synthesize to Build Knowledge About the Theme of Survival 12 - "*Brushfire!*" Determine Theme By Analyzing How Characters Respond to Challenges	11 - Write a Narrative Response: Draft a Response

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to develop vocabulary and summarize and synthesize to build knowledge about the theme.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "Brushfire!" and preview the text, including graphic features. Display the Summarize and Synthesize Anchor Chart and model how to use key details and events to summarize and then synthesize the information.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to determine the theme by analyzing how characters respond to challenges.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display "Brushfire!" and look for dialogue that helps draw inferences about the challenges Meg and Ed face and their responses to them. Use the challenges and responses to write a statement identifying the theme. Students will add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with variant vowel /ô/ (al, alk, all, au, aw).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 126-127 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to draft a response for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to read and review the top portion of the Narrative Writing Checklist. Then, display the Practice Planning Guide and model your thinking about deciding what to write about in your journal entry. Write the details on the chart in the "I

will write about" section.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Compare and Contrast Two Stories with Similar Themes 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Write a Narrative Response: Revise and Edit a Response

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to compare and contrast two stories with similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have partners annotate "Androcles and the Lion" and "Brushfire" to compare and contrast the stories, focusing on Meg and Androcles. Discuss how the characters' behavior shows a different aspect of the same theme. Use the chart to provide direction and scaffolding. Students will discuss their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about surviving challenges. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with variant vowel /ô/ (al, alk, all, au, aw).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 128 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing 14):
Teaching Point: *Today we are going to revise and edit our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source Text, the Mentor Planning Guide, and the Draft and Revision Modeling Text. Model revising the text to add detail, include more material, and convey more emotion. Model checking for grammatical, spelling, and punctuation errors.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	1 - "*The Law of Club and Fang*" First Reading: Make Connections to Build Knowledge About the Theme of Survival	3 - Write an Informative/ Explanatory Response: Read and Analyze a Source Text

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and make connections to build knowledge about the theme of survival.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "The Law of Club and Fang" and preview the text, including the graphic features. Display the Make Connections Anchor Chart. Read paragraphs 1-2 and model underlining details and jotting connections in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about the noun suffixes -tion, -ty, -sion, -ness, -ment to read and pronounce words accurately and determine their meaning.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5. R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review suffixes and teach that each of these suffixes mean a "state of being." Model using syllable division to pronounce words with noun suffixes. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to read and analyze a source text for our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the Mentor Source Text: "How to Set Up a Popcorn Stand." Read aloud, stopping to model underlining or highlighting

key details. Distribute a blank copy of the Key Details Chart and have students work with a partner to complete the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Law of Club and Fang*" Analyze How Visual Elements Contribute to Meaning and Tone 5 - "*The Law of Club and Fang*" Build Vocabulary: Determine the Meaning of Words and Phrases Using Comparison	6 - Write an Informative/ Explanatory Response: Read and Analyze a Text-Based Prompt

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to analyze how illustrations contribute to the meaning and tone of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to look at the first illustration in "The Law of Club and Fang." Pose the practice task, give students time to jot their ideas, then have students share their analyses of the illustration.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to use comparison as a context clue to determine the meaning of unfamiliar words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 1 from "The Law of Club and Fang." Circle **primordial** and model how to use a comparison context clue (antonym) to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with noun suffixes (-tion, -ty, -sion, -ness, -ment).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5. R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to analyze a text-based prompt for informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Planning Guide and the Mentor Writing Prompt. Model how to analyze the prompt to find out exactly what it is asking you to do. You can also revisit the Informational/Explanatory Essay Anchor Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*The Law of Club and Fang*" Close Reading: Compare and Contrast Two Characters in a Text	7 - "*The Law of Club and Fang*" Grammar in Context: Form and Use the Past Perfect Verb Tense 9 - Write an Informative/ Explanatory Response: Read Closely to Find Text Evidence

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to identify the past perfect verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students what a past perfect verb tense is. Read aloud paragraph 2 of "The Law of Club and Fang" and highlight the sentence listed. Model thinking about the verb tense in the sentence and using that information to determine when the action occurred.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to compare and contrast two characters in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students reread and annotate the text, then discuss the question with a partner.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink text box for the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to read and spell words with noun suffixes (-tion, -ty, -sion, -ness, -ment).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5. R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 134-135 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to read closely to find text evidence for informational/ explanatory response.*
Priority Standards Addressed: 5.R.1.A.a, b, 5.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source Text and Mentor Planning Guide. Model how to closely read the text to find specific information that answers the prompt. Add that information to the Mentor Planning Guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*The Law of Club and Fang*" Close Reading: Determine Theme by Analyzing How Characters Respond to Challenges	11 - Write an Informative/ Explanatory Response: Draft a Response

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to determine the theme by analyzing how characters respond to challenges.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students read, annotate, and discuss with a partner and then share answers with the class. Students will add to their Knowledge Blueprint in this lesson

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink text box for the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with noun suffixes (-tion, -ty, -sion, -ness, -ment).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5. R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to draft an informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Discuss the purpose of each paragraph and where the information came from. Students will begin drafting their responses today.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Compare and Contrast Two Stories with Similar Themes 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Write an Informative/ Explanatory Response: Revise and Edit a Response

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to compare and contrast two stories with similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students reread, annotate, and discuss the question with a partner and then share their answers with the class.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink text box for the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about survival characteristics. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing 13):
Teaching Point: *Today we are going to revise and edit our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.W.2.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Draft Revision Modeling Text. Model revising the text to add detail and include more source material. Model confirming that punctuation is correct.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Evaluate
DOK: 3

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Compound Words (Hyphenated, Open)	1 - "*The Knotted Branch*" First Reading: Summarize and Synthesize to Build Knowledge About the Theme of Survival	3 - Write an Opinion Response: Read and Analyze Source Texts

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and summarize and synthesize information to build knowledge about the theme of survival.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "The Knotted Branch" and preview the text, including graphic features. Display the Summarize and Synthesize Anchor Chart. Read paragraphs 1-5 and underline key details and events. Write a 3-4 sentence summary and then synthesize new thinking after reading.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about compound words to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to teach the different types of compound words. Continue to use the Reading Big Words Strategy anchor chart to read words fluently and determine their meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to read and analyze a source text for our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the mentor source texts. Read them aloud, stopping to underline key facts. Distinguish between important and unimportant information and provide a summary of the main ideas in each passage. Distribute the Key Facts Chart and have partners list key contributions to the American Revolution in the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Knotted Branch*" Close Reading: Compare and Contrast Two Characters in a Text	5 - Grammar in Context: Explain the Functions of Prepositions 6 - Write an Opinion Response: Read and Analyze a Text-Based Prompt

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to compare and contrast two characters in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students read, annotate, and discuss the question with partners and then share answers with the class.

Suggestions: *Consider using the Integrated ELD box. Consider snipping the pink text box for instructional purposes.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to explain the function of prepositions and prepositional phrases in sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review prepositions and prepositional phrases. Display and read aloud paragraph 2 in "The Knotted Branch." Highlight the sentence listed and model how to explain the function and meanings of the prepositions in the sentence.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell compound words (hyphenated, open).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to analyze a text-based prompt for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is review the Opinion Essay Anchor Chart to remind students about the features of a strong opinion essay. Read aloud the Mentor Writing Prompt and analyze it to determine exactly what it is asking you to do. Distribute and explain the Mentor Planning Guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - "*The Knotted Branch*" Close Reading: Determine Theme by Analyzing How Characters Respond to Challenges	8 - Write an Opinion Response: State and Support an Opinion Using Text Evidence

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to determine the theme by analyzing how characters respond to challenges.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students read, annotate, and discuss the question with a partner and then share their answers with the class. Students will add to their Knowledge Blueprint in this lesson.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort compound words (hyphenated, open).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 142-143 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to state and support an opinion using text evidence for our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.a, b, d, e
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source Texts and the Mentor Planning Guide. Model forming an opinion and stating reasons. Read the text closely to find information that will support your reasons, and model how to paraphrase and directly quote the text. Add information to the "Opinion, Reasons, Evidence" section of the Mentor Planning Guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Compare and Contrast Two Texts with Similar Themes 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Write an Opinion Response: Draft a Response

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to compare and contrast two texts with similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students

read, annotate, and discuss the question with a partner, then share their answers with the class.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink box to display the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about survival and overcoming challenges. Students will discuss the Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell compound words (hyphenated, open).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 144 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to draft our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.A.a, b, d, e, g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text: Opinion Introduction. Model how to evaluate your opinion statement. Then display and read aloud the Modeling Text: Body Text. Model analyzing the body paragraphs and point out the key elements. Finally, display and read aloud the Modeling Text: Opinion Conclusion and model evaluating your conclusion.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*Hunting Snake*" Analyze How Multimedia Contribute to Tone and Meaning 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write an Opinion Response: Revise and Edit a Response

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to analyze how a photograph and audio recording contribute to the meaning and tone of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to play the audio recording of "Hunting Snake." Model how to analyze the poem's tone. Then, display the photograph and model how to use the photograph and text together to help you understand the mood. Summarize what you've modeled in a Mood and Tone Anchor Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have Real-World conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about the questions on page 30 of *Up Against the Wild*.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to revise and edit our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.W.2.A.a, b, d, e, g
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Texts. Model revising the text to emphasize important ideas and improve sentence clarity. Model checking for grammatical, spelling, and punctuation errors.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.b, 5.R.2.A.a, b, 5.L.1.A.a, 5.W.2.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Create a Survival Guide.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *Up Against the Wild.*

Suggestions: Following the Knowledge Blueprint and information learned in the Text for Close Reading, have students identify a challenge that a character faced, list the steps they completed to overcome the challenge, and identify the inspiration for survival.

Students may create a foldable or a presentation to complete this task.

Unit 7: Conflicts That Shaped a Nation

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Conflicts That Shaped a Nation
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read firsthand accounts, informational texts, and historical fiction about the American Revolution. Through these readings, students will consider how the author's perspective illustrates their view of the American Revolution and how that conflict has shaped our society throughout our history. Students will use these texts to understand the lasting effects of the American Revolution and how these effects have shaped our ideas of "freedom" vs actual freedom, our economy, and the geography of our country.

Topic 1 (Week 1)
In Week 1, students will work to compare and contrast the varieties of English that are used in a text. Additionally, students will compare and contrast the overall structure of events in two or more texts. Students will also determine two or more main ideas and explain how details support those main ideas. In writing, students will take the initial steps toward composing a historical fiction narrative. In word study, students will work with the final/əl/ and /ər/ sounds in words.

Topic 2 (Week 2)
In Week 2, readers will continue their work to compare and contrast the overall structure of events in two or more texts as well as continue their work to determine two or more central ideas and explain how details support them. In addition to this, students will explain how authors use reasons and evidence to support their points. Students will also practice integrating information from several texts on the same topic. In writing, students will work on drafting their historical fiction narrative. In word study, students will work with the prefixes re-, pre-, dis-, and mis-.

Topic 3 (Week 3)
In Week 3, students will revisit the work of comparing and contrasting the varieties of English used in a text. Students will also continue integrating information from several texts on the same topic. Students will work to determine the theme and will be introduced to the skill of analyzing imagery. In writing, students will revise, edit, and publish their narrative historical fiction.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 7 materials

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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B.** Develop an understanding of vocabulary to:
    - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
    - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
    - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.3.A** Read, infer, and draw conclusions to:
    - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.B** Read, infer, and draw conclusions to:
    - 5.R.3.B.a evaluate if the author's purpose was achieved, identify reasons for the decisions, and provide evidence to support the claim
    - 5.R.3.B.g use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
- **5.R.3.C** Read, infer, and draw conclusions to:
    - 5.R.3.C.c analyze how the pattern of organization of a text influences the relationships
    - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **5.RF.3.A** Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
    - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
    - 5.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or

near, the beginning of the first paragraph
    - 5.W.1.B.c categorizing, organizing, and sequencing facts, and details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organization structure
    - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **5.W.2.C** Write fiction or nonfiction narratives and poems to:
    - 5.W.2.C.a establish a setting, situation/topic and introduce a narrator and/or characters
    - 5.W.2.C.b use narrative techniques such as dialogue, motivation and descriptions
    - 5.W.2.C.c organize an event sequence that unfolds naturally to establish a beginning/middle/end
    - 5.W.2.C.d use a variety of transitions to manage the sequence of events
    - 5.W.2.C.e use specific, relevant and accurate words that are suited to the topic audience and purpose
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
    - 5.L.1.A.e produce a variety of complex sentences in writing
- **5.L.1.B** Communicate using conventions of English language to
    - 5.L.1.B.h use apostrophes in singular nouns to show possession
    - 5.L.1.B.i write apostrophes in regular plural nouns to show possession
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into	2

		meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings) Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	2
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text	2

		Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before reading	
5.R.3.B.a	Evaluate if the author's purpose was achieved	Identify the author's purpose (inform, persuade, entertain, or explain) Explain what the author intended the reader to think, feel, or learn Evaluate whether the author's purpose was achieved State a clear claim about the effectiveness of the text in achieving its purpose Provide specific reasons why it was or was not successful Support each reason with relevant textual evidence	3
5.R.3.B.g	Evaluate the logic of an author's conclusion using reasoning and evidence	Identify the author's conclusion or final claim in a text Explain the reasoning the author uses to arrive at the conclusion Determine whether the conclusion logically follows from the ideas and information presented Identify evidence used by the author to support the conclusion Decide if the evidence is relevant and sufficient Explain their own reasoning clearly	3
5.R.3.C.c	Analyze how the pattern of organization of a text influences the relationships	Identify the text's organizational pattern (cause/effect, compare/contrast, sequence, problem/solution, description) Explain the relationships between ideas, events, or concepts presented in the text Analyze how the organizational pattern shapes those relationships (e.g. how cause/effect shows why something happens) Use specific examples or evidence from the	3

		text to support the analysis Explain why the author may have chosen that structure to help the reader understand the topic.	
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	2
5.RF.3.A.b	Read roots words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1

5.W.1.B.a, b, c, e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Establish one clear main idea Write an overall topic sentence at or near the beginning of the first paragraph that clearly states the main idea Support the main idea with relevant details throughout the text Develop supporting paragraphs that elaborate on ideas using relevant facts, details, or events Address the identified audience, organization, and purpose Draft independently, showing the ability to move from planning to a coherent written piece	2
5.W.1.C.a	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas fo information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original	2

		draft to the revised version	
5.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or well-developed characters Use effective narrative techniques such as dialogue, descriptions that create imagery, character motivation Organize events in a logical, natural sequence with a clear beginning, middle, and end Use a variety of transitions Use specific, relevant, and precise vocabulary	3
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.L.1.A.e	Produce a variety of complex sentences in writing	Explain what makes a sentence complex (an independent clause with one or more dependent clauses) Use subordinating conjunctions correctly (e.g., because, although, when, while, if, since) Write complex sentences that are grammatically correct and complete Vary sentence structure by combining simple, compound, and complex sentences Apply correct punctuation in complex sentences (e.g., commas where needed)	1
5.L.1.B.h	Use apostrophes in singular nouns to show possession	Recognize when a singular noun shows ownership or possession Correctly add ’s to singular nouns to show possession (e.g., the teacher’s desk) Use apostrophes correctly with singular nouns that already end in s (e.g., James’s book) Distinguish between singular possessive and plural forms Avoid confusing contractions with	1

		possessives (e.g., it's vs its)	
5.L.1.B.i	Use apostrophes in regular plural nouns to show possession	Recognize when a regular plural noun shows ownership Form regular plural nouns correctly by adding -s or -es (e.g., students, classes) Add an apostrophe after the final s (e.g., students' projects) Distinguish between plural nouns and plural possessive nouns (e.g., dogs vs dogs') Distinguish between singular possessive and plural possessive forms (e.g., dog's bone vs dogs' bones)	1
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 7 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 7 Cumulative Spelling Assessment and Dictation ● Unit 7 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
tyrants freedom cause conflict economic perspective resolve neutral deprivation rebellion endured cause sympathized campaign expedition troops realized	

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint: Conflicts That Shaped a Nation 2 - "*The Banners of Freedom*" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge About the American Revolution	3 - Write Historical Fiction: Read and Analyze a Mentor Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore the ideas of conflict, or disagreements and fights between people. We are going to learn how conflicts change people and countries.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 7 multimedia video. Use the Unit 7 Opener to introduce the Essential Question. Explain that as we explore the topic of *Conflicts That Shaped A Nation*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about the American Revolution.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "The Banners of Freedom" and preview the text, including the graphic features. Read paragraphs 1-3 and annotate the text to support comprehension. You can underline key details, create mental images, and jot ideas and questions in the margins.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to read and analyze a mentor text for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is display and distribute copies of the Historical Fiction Writing Checklist and read and explain it. Then, display and read aloud the Mentor Historical Fiction Text and discuss key features of historical fiction. Create an anchor chart together as a class to summarize the key features.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Final /əl/ and /ər/	4 - "*The Banners of Freedom*" Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary	6 - Write Historical Fiction: Brainstorm a Historical Context and Strong Ideas

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to determine the meaning of domain-specific vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to have students circle the words **liberate, drafted, salute, battalion, disbanded,** and **discharged.** Model how to underline context clues to help determine the meaning of the words. Write definitions for each word and use a resource to check and refine definitions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use what we know about final* /əl/ and /ər/ *syllables to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with final /əl/ and /ər/ syllables. Continue to use the Reading Big Words Strategy anchor chart to read words fluently. Model using context clues to determine the meaning of words.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to brainstorm a historical context and topics for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.b, e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute a blank five-column chart. Use the first column to model how you brainstorm ideas. Choose a historical time period, then choose a problem relevant to that time period.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*The Banners of Freedom*" Determine Two or More Central Ideas and Explain How Details Support Them	8 - "*The Banners of Freedom*" and "*Road to Revolution*" Language in Context: Dialect and Register 9 - Write Historical Fiction: Evaluate Your Ideas

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to determine two or more central ideas and explain how details support them.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to reread the introduction and paragraphs 1-3 and underline key details in the text. Use those details to jot down central ideas in the margins. Students will begin their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Language 8):
Teaching Point: *Today we are going to analyze the uses of dialect and register.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b,
Detailed Description/Instructions:

- **One way to do this** is to review dialect, register, fragments, and run-ons. Display and read aloud paragraph 4 in "Road to Revolution." Highlight the sentence listed and

discuss the use of ellipses and dialect in the sentence. Discuss how the writing contributes to the tone of the letter.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):</u>
Teaching Point: *Today we are going to read and spell words with final /əl/ and /ər/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 10 (Writing 9):</u>
Teaching Point: *Today we are going to evaluate ideas and narrow down a topic for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display the Brainstorm and Evaluation Chart from the previous lesson. Read each evaluation question and use the sample chart to model narrowing your focus. Students should choose their topic during this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

<u>Day 4</u>

Phonics and Word Study	**Reading**	**Writing**
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Road to Revolution*" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge About the American Revolution 12 - "*Road to Revolution*" Compare and Contrast the Varieties of English Used in a Text	11 - Write Historical Fiction: Develop Characters and Events

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fix-up strategies to learn about the American Revolution.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "Road to Revolution" and preview the text, including graphic features. Read paragraphs 1-5 and annotate the text to support comprehension. You can underline key details, circle unfamiliar vocabulary, and jot ideas and questions in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to compare and contrast varieties of English in a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to review what register is. Open to "Road to Revolution" and read aloud paragraph 4. Model annotating the text, circling words and phrases that indicate register. Discuss the differences in language between the letter and the other paragraphs. Students will add to their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with final /əl/ and /ər/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 150-151 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to develop characters and events for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, c, 5.W.2.C.a, c, e
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Historical Fiction Planning Guide. Model how to add details to each section of the planning guide.

Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Compare and Contrast the Overall Structure of Events in Two or More Texts 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Grammar: Reduce Sentences for Meaning, Interest, and Style

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to compare and contrast the structure of events in two texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to review text structure, specifically chronological order. Read aloud paragraph 4 of "The Banners of Freedom" and model underlining chronology words and phrases.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about conflicts and their effects.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with final /əl/ and /ər/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 152 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing/Grammar 14):
Teaching Point: *Today we are going to identify and correct run-on sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.L.1.A.e, 5.L.1.B.h, i
Detailed Description/Instructions:

- **One way to do this** is display and read aloud the unedited Modeling Text. Model how to identify it as a run-on sentence and correct it, and how to check for grammar.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Prefixes: re-, pre-, dis-, mis-	1 - "*Native Americans in the Revolution*" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge About the American Revolution	3 - Write Historical Fiction: Establish a Situation/Introduce Characters

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about the American Revolution.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "Native Americans in the Revolution" and preview the text, including graphic features. Read paragraphs 1-5 and annotate the text to support comprehension. You can underline key events and details, make notes about the author's purpose, and summarize and synthesize.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about prefixes to read, pronounce words accurately, and determine their meaning.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review prefixes and discuss the meaning of the prefixes re-, pre-, dis-, and mis-. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to establish a situation and introduce characters in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, b, c, e, 5.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Characterization Text. Model how you wrote the opening to clearly lay out the situation, introduce your main character, and make readers want to keep reading.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Native Americans in the Revolution*" Determine Two or More Central Ideas and Explain How Details Support Them 5 - "*Native Americans in the Revolution*" Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary	6 - Write Historical Fiction: Use Description to Develop Characters and Story Events

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to determine two or more central ideas and explain how they are supported by key details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to reread paragraphs 1-3 and underline key details in the text. Use the key details to find central ideas.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider snipping the pink text box for the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to determine the meaning of unfamiliar words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to circle the words **resented, warfare, militiamen, civil war,** and **surrendered.** Model rereading the text and using context clues, including comparisons, to find the meaning of unknown words and phrases. Write the definitions and use a resource to check and refine definitions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with prefixes (re-, pre-, dis-, mis-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to use description to develop characters and story events in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, c, 5.W.2.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the Draft of the Modeling Text. Model how to add descriptive language to bring the characters and events to life for readers.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing

Phonics & Word Study Resource e-Book: Lesson 2	8 - Close Reading: Compare and Contrast the Overall Structure of Events in Two or More Texts	7 - "*Native Americans in the Revolution*" Grammar in Context: Correlative Conjunctions 9 - Write Historical Fiction: Use Dialogue to Develop Characters and Story Events

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to identify correlative conjunctions in a sentence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review correlative conjunctions. Display the sentence listed, and discuss how the correlative conjunctions work together to combine two ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to compare and contrast the overall structure of events in two or more texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c, e
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Have students reread, annotate, and discuss the question with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with prefixes (re-, pre-, dis-, mis-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 158-159 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to use dialogue to develop characters and story events in our historical fiction.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 5.W.2.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Using Dialogue Text. Draw attention to how the dialogue helps develop the characters and events. Discuss how to make the dialogue sound realistic.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*Native Americans in the Revolution*" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Particular Points	11- Write Historical Fiction: Provide a Conclusion

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence to support particular points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.a, g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Ask students to use text evidence to support their opinions and have students write their explanations in the margins. Ask students to share their thoughts with the class. Students will add to their Knowledge Blueprint in this lesson

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider snipping the pink text box for the close reading question.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with prefixes (re-, pre-, dis-, mis-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 160 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to write a conclusion for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.c, e
Detailed Description/Instructions:

- **One way to do this** is display and read aloud the Modeling Drafting a Conclusion Text. Draw attention to how the conclusion gives readers a sense of closure by tying up the action. You can also end by giving the reader something to think about.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Integrate Information from Several Texts on the Same Topic 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Grammar: Use Correlative Conjunctions

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to integrate information from several texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students read, annotate, and discuss the question with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about how conflict changed America. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar 13):
Teaching Point: *Today we are going to use correlative conjunctions to combine sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a, e
Detailed Description/Instructions:

- **One way to do this** is to review common correlative conjunction pairs. Display and read aloud the Modeling Text and model how to combine the sentences using correlative conjunctions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Silent Letters: kn, wr, gh, gn, wh	1 - "*The Eighteenth of April*" First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge About the American Revolution	3 - Write Historical Fiction: Use Descriptive Words to Convey Experiences and Events Precisely

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge about the American Revolution.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b, g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Open to "The Eighteenth of April" and preview the text, including graphic features. Read paragraphs 1-10 and annotate the text to support comprehension. You can circle unfamiliar words and look for context clues, create mental images, and make connections.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about silent letters to read and pronounce words accurately.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with silent letters. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to use precise words and phrases in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Descriptive Words Text. Model how to revise writing to be more precise by looking up synonyms for words that could be stronger.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Eighteenth of April* " Close Reading: Compare and Contrast the Varieties of English Used in a Text	5 - Grammar in Context: Choose Punctuation for Effect 6 - Write Historical Fiction: Use a Variety of Transitional Words and Phrases to Convey Sequence

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to compare and contrast the varieties of English used in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a., b
Detailed Description/Instructions:

- **One way to do this** is to review register. Then, display and read aloud the close reading question. Have students work with a partner to find specific examples that show the register and point of view of each character. Call on students to share their examples.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to identify and explain the use of punctuation for effect in a*

text.
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review using punctuation for effect. Display and read aloud paragraph 8 in "The Eighteenth of April" and highlight the sentence listed. Model how the ellipses signal a pause and show the character is hesitant.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 41 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with silent letters (kn, wr, gh, gn, wh).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to revise to use transitional words and phrases in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.C.d
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Transitional Words and Phrases Reference Chart. Then, read aloud the Modeling Text and model how to add transitional words and phrases to show the sequence of events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - "*The Eighteenth of April*" and "*The Banners of Freedom*" Close Reading: Determine Theme	8 - Write Historical Fiction: Choose Punctuation for Effect

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to determine the theme of a story from details in the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b

Detailed Description/Instructions:

- **One way to do this** is display and read aloud the close reading question. Students should reread, annotate, and find details that give clues about the theme with a partner. Discuss how to use the events and details to make inferences about the theme. Students will add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with silent letters (kn, wr, gh, gn, wh).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 166-167 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to choose punctuation for effect in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Model Using Punctuation for Effect Text. Model how to add punctuation and register to improve writing and make it sound realistic for the historical time period.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information from Several Texts 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Write Historical Fiction: Expanding, Combining, and Reducing Sentences for Meaning

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from several texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e

Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students find evidence to support their thinking and synthesize information to answer the question, writing their explanations in the margin.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about conflict and their impacts. Students will discuss the Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with silent letters (kn, wr, gh, gn, wh).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 168 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to expand, combine, and reduce sentences in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.L.1.A.a, e, 5.L.1.B.h, i
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Revising Sentences Text and read aloud Example 1. Model how to improve your writing by adding information, combining sentences, and fixing grammatical and spelling errors.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*Paul Revere's Ride*" Analyze Poet's Use of Figurative Language: Imagery 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write Historical Fiction: Create a Title/Use Technology to Publish Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to identify and analyze the use of figurative language in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and add to the Figurative Language Anchor Chart. Model how to identify imagery in lines 20-30, discussing how mental images are created in your mind.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about the questions on page 30 of *Conflicts That Shaped a Nation*.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to create an effective title and publish our historical fiction with technology.*

Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text and discuss how to create an effective title. Students should also evaluate their writing and decide if they are ready to publish.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.a, b, 5.R.3.B.a, g, 5.R.3.C.c, e, 5.W.1.C.a, 5.L.1.A.a, 5.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Create a Historical Fiction Dialogue.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *Conflicts That Shaped a Nation*. Historical fiction pieces should include the historical setting from our texts and dialogue that is historically accurate.

Suggestions: Students can draft, revise, and publish their piece in Google Docs.

Unit 8: Water: Fact and Fiction

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Water: Fact and Fiction
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read works of fiction and nonfiction related to water. Through readings from various genres, students will explain what the texts teach about water and will specifically identify what the texts teach about water's impact on people's lives.

Topic 1 (Week 1)
In Week 1, students will compare and contrast characters in a story. Students will also explain how an author uses reasons and evidence and will integrate information from two texts to speak knowledgeably about a topic. In writing, students brainstorm, take notes, and organize a research project. In word study, students will learn spellings for the /ou/ and /oi/ sounds.

Topic 2 (Week 2)
In Week 2, students continue to compare and contrast characters within a story as well as two texts that have similar themes. Students will also work on summarizing a text and explaining how parts of a text fit together to provide the overall structure. In writing, students will draft their research project. In word study, students will work with the Latin roots aud, vis, form, and cede.

Topic 3 (Week 3)
In Week 3, students will explain how authors use reasons and evidence within a text. They will also integrate information from two texts so they can speak knowledgeably about a topic. Students will also determine multiple themes in a poem. In writing, students will revise, edit, and publish their research projects. In word study, students will work with the suffixes -y, -ent, -ive, -ic and -ful and learn how the suffixes turn words into adjectives.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 8 materials

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 should be conserved and should be protected.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B.** Develop an understanding of vocabulary to:
    - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
    - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
    - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.1.D** Read independently for multiple purposes over sustained periods of time to:
    - 5.R.1.D.a read a text that is developmentally appropriate
    - 5.R.1.D.b produce evidence of reading
- **5.R.2.A** Read, infer, analyze, and draw conclusions to:
    - 5.R.2.A.a compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
    - 5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel
- **5.R.3.A** Read, infer, and draw conclusions to:
    - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.B** Read, infer, and draw conclusions to:
    - 5.R.3.B.g use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
- **5.R.3.C** Read, infer, and draw conclusions to:
    - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- **5.RF.3.A** Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
    - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
    - 5.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or

near, the beginning of the first paragraph
    - 5.W.1.B.c categorizing, organizing, and sequencing facts, and details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organization structure
    - 5.W.1.B.d restating the overall main idea in the concluding statement
    - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 5.W.1C.b edit for language conventions
- **5.W.2.B** Write informative/explanatory texts that
    - 5.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
    - 5.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 5.W.2.B.c use an organizational format that suits the topic
    - 5.W.2.B.d use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
    - 5.W.2.B.e contain information using student's original language except when using direct quotations from a source
    - 5.W.2.B.f use transition words to connect ideas within and across categories of information
    - 5.W.2.B.g use text structures when useful
    - 5.W.2.B.h create a concluding paragraph related to the information

  5.W.3.A Apply research process to
    - 5.W.3.A.d select relevant sources, literary and informational
    - 5.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
    - 5.L.1.A.e produce a variety of complex sentences in writing
- **5.L.1.B** Communicate using conventions of English language to
    - 5.L.1.B.c use a comma to separate an introductory clause in a complex sentence
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	2
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings) Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of	Use conversational vocabulary appropriately	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
	vocabulary	Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	
5.R.1.D.a-b	Read independently for multiple purposes over sustained period of time	Select appropriate texts for independent reading Read independently Maintain focus and stamina over extended reading time Adjust reading behaviors based on purpose (skimming, rereading, note-taking) Produce evidence of written (e.g., reading log, written responses, summaries) Connect evidence to specific parts of the text	3
5.R.2.A.a	Compare and contrast the roles and functions of characters	Identify major and minor characters Describe the role and function of each character (e.g., protagonist, antagonist, helper) Explain characters' relationships with one another and how those relationships affect the plot Compare similarities in characters' roles, relationships, or conflicts Contrast differences in how characters function, interact, or handle conflicts	3
5.R.2.A.b	Explain the theme or moral lesson, conflict, and resolution in a story or novel	Identify the central theme or moral lesson of a story or novel Explain the theme or lesson in a sentence (one word is a topic) Identify the main conflict Explain how the conflict develops Describe how the conflict is resolved Explain how the conflict and resolution support or reveal the theme or moral lesson Use specific textural evidence to support	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		explanations	
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before reading	2
5.R.3.B.g	Evaluate the logic of an author's conclusion using reasoning and evidence	Identify the author's conclusion or final claim in a text Explain the reasoning the author uses to arrive at the conclusion Determine whether the conclusion logically follows from the ideas and information presented Identify evidence used by the author to support the conclusion Decide if the evidence is relevant and sufficient Explain their own reasoning clearly	3
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	
5.RF.3.A.b	Read root words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.B.a-e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Establish one clear main idea Write an overall topic sentence at or near the beginning of the first paragraph that clearly states the main idea Support the main idea with relevant details throughout the text Develop supporting paragraphs that elaborate on ideas using relevant facts, details, or events Write a concluding paragraph that brings closure and restates the main idea Address the identified audience,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		organization, and purpose Draft independently, showing the ability to move from planning to a coherent written piece	
5.W.1.C.a, b	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas so information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version Identify and correct errors in capitalization, punctuation, grammar, and spelling Apply grammar rules accurately	2
5.W.2.B.a -h	Write informative/explanatory texts	Write an introductory paragraph that clearly introduces the topic with a focused topic sentence Develop the topic into well-organized supporting paragraphs Write clear topic sentences for each supporting paragraph Support ideas with relevant facts, details, examples, and quotations	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Use an appropriate organizational structure Use specific, accurate, and content-appropriate vocabulary Write primarily in their own words, paraphrasing accurately Use direct quotations correctly Use precise transition words and phrases Use text features and structures when helpful Create a strong concluding paragraph that summarizes or reinforces the key information	
5.W.3.A.d	Select relevant resources using the research process	Identify a clear research question or topic Determine what type of information is needed Distinguish between relevant and irrelevant sources Use text features and search tools to evaluate and use sources Choose age-appropriate, credible sources	2
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.L.1.A.e	Produce a variety of complex	Explain what makes a sentence complex	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
	sentences in writing	(an independent clause with one or more dependent clauses) Use subordinating conjunctions correctly (e.g., because, although, when, while, if, since) Write complex sentences that are grammatically correct and complete Vary sentence structure by combining simple, compound, and complex sentences Apply correct punctuation in complex sentences (e.g., commas where needed)	
5.L.1.B.c	Use a comma to separate an introductory clause in a complex sentence	Identify a complex sentence (an independent clause joined with a dependent clause) Recognize common introductory clauses (e.g., although, after, since) Determine where the introductory clause ends and the main clause begins Insert a comma after the introductory clause before the independent clause (After the storm ended, we went outside) Avoid inserting unnecessary commas when the dependent clause comes after the independent clause (We went outside after the storm ended)	1
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 8 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 8 Cumulative Spelling Assessment and Dictation ● Unit 8 Cumulative Word Fluency ● Opinion Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
frantically provisions conserve essential protect resource represent society scarce reservoirs skillfully discovered finally surface environment average unique percent	

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint: Water: Fact and Fiction 2 -"*The Odyssey Begins*" First Reading: Apply Metacognitive & Fluency Strategies to Learn About the Role of Water in Mythology	3 - Write a Research Project: Develop Your Focus

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to look at water, how it is an essential resource that supports all life on Earth, and what it represents to different cultures around the world.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 8 multimedia video. Use the Unit 8 Opener to introduce the Essential Question. Explain that as we explore the topic of *Water: Fact and Fiction*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to learn about the role of water in mythology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "The Odyssey Begins" and preview the text, including the graphic features. Read paragraphs 1- 4 and annotate the text to support comprehension. You can underline key details, create mental images, and jot ideas and questions in the margins.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to develop a focus for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.a, e
Detailed Description/Instructions:

- **One way to do this** is display and distribute copies of the Research Project Writing Checklist and read and explain it. Then, create an anchor chart together as a class to summarize the key features.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
5 - Introduce /ou/ and /oi/	4 - "*The Odyssey Begins*" Build Vocabulary: Determine the Meaning of Figurative Language	6 - Write a Research Project: Select Knowledgeable and Credible Print Sources

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to determine the meaning of similes in our reading*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display the Figurative Language Anchor Chart. Read paragraph 1-4. Model underlining the similes in the text and annotate the meaning or explanation in the margins of the text

Suggestions:

- *Consider snipping the pink text box for the close reading question.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use knowledge of vowel sounds to read, pronounce words accurately, and determine the meaning with context clues.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model the use of the vowel sounds /ou/ and /oi/ to pronounce and read words accurately. Continue to use the Reading Big Words Strategy anchor chart to read words fluently.

Suggestions:

- *Consider using the Integrated ELD box.*
- *If you are not sure how to pronounce the vowel sounds, use the articulation videos in your online materials.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to select knowledgeable and credible print sources.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.3.A.d
Detailed Description/Instructions:

- **One way to do this** is display the Research Project Anchor Chart. Display and distribute the Source Evaluation Chart, and model evaluating the source

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*The Odyssey Begins*" Compare and Contrast Characters in a Story	8 -"*The Odyssey Begins*" Language in Context: Choose Punctuation for Effect 9 - Write a Research Project: Take Notes from Print Sources

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to compare and contrast characters in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is display and read aloud the practice task. Model underlying details from the text that give clues about character traits. Use the possible responses box to guide instructional steps. Students will add to their Knowledge Blueprint in this lesson

Suggestions:

- *Consider snipping the pink text box for the close reading question.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Language 8):
Teaching Point: *Today we are going to identify and explain the use of punctuation for effect in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is review Punctuation for Effect with students using the sidebar in the margin of the TRS. Display and read aloud paragraph 7 from "The Odyssey Begins." Highlight the model sentences and guide students through analyzing the use of punctuation.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to take notes from print sources for our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.2.B.e, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is display the Research Project Anchor Chart and Model Note Taking Chart. Model how to find information and take notes from a source

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Water-Wise Landscaper*" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge About Water Conservation 12 - "*Water-Wise Landscaper*" Explain How an Author Uses Reasons and Evidence	11 - Write a Research Project: Use Cause-and-Effect Text Structure to Plan and Organize an Essay

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to develop vocabulary*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Using "Water-Wise Landscaper," model previewing the selection, skimming the text, and noting the text and graphic features. Reference the metacognitive anchor charts to review strategies for making meaning with a new text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the Digital Multilingual Glossary*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence to support claims in an interview.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the practice task. Model and guide students to find text evidence and summarize their findings in the margins.

Suggestions:

- *Consider snipping the pink text box for the close reading question.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 174-175 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to use the cause-and-effect text structure to organize our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.a, c, d
Detailed Description/Instructions:

- **One way to do this** is to display the Research Project Anchor Chart. Distribute and display a blank Research Project Planning Guide, and model how to organize information based on cause-and-effect relationships

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Integrate Information from Two Texts to Speak Knowledgeably About a Topic 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Language: Expand Sentences for Meaning, Interest, and Style

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to integrate information from two texts to speak knowledgably about a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the practice task. Model using the Annotate, Pair, Share, Plus protocol found in the Additional Materials Bank using the sidebar in the margin of the TRS for a Possible Response. Use the Reinforce and Reaffirm Strategies based on the level of student support needed

Suggestions:

- *Consider snipping the pink text box for the close reading question.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to guide students to page 10 in *Water: Fact and Fiction* and focus on the "Discuss Your Knowledge Blueprint" in the Build Knowledge section of their Text for Close Reading. Give students partner time to answer and discuss the questions. Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocols located in the Additional Materials Bank.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 176 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing/Language 14):
Teaching Point: *Today we are going to expand sentences by using conjunctions, punctuation, and details and examples.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.L.1.A.e
Detailed Description/Instructions:

- **One way to do this** is to display the Research Project Anchor Chart and the Model Expanding Sentences Text. Model how to use conjunctions, punctuation, and details and examples to expand sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Latin Roots (aud, vis, form, cede)	1 - "*The Voyage*" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge About Water in Mythology	3 - Write a Research Project: Introduce Your Topic

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about water in mythology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model how to preview "The Voyage," skimming the text and noting the text and graphic features. Use the metacognitive anchor charts to remind students of strategies for making meaning with a new text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the Digital Multilingual Glossary.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use what we know about Latin roots to read, pronounce words accurately, and determine their meanings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with Latin Roots. Continue to use the Reading Big Words Strategy anchor chart to read words fluently. Teach the meaning of each Latin root, and show how knowing the meaning of the root helps students find the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to develop a strong introduction for our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, b, e, 5.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Research Project Anchor Chart. Use the Introduction Features Chart to discuss the different types of introductions and writing techniques. Model how to develop a strong introduction by using the Model Introductory Text. This shows two possible introductions for the essay. Guide students to draft introductions that have a clear focus and capture the reader's interest.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Voyage*" Summarize the Text 5 - "*The Voyage*" Explain How Parts of a Text Fit Together to Provide the Overall Structure	6 - Write a Research Project: Develop Your Topic with Facts, Details, and Quotations

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to use key events from a story to summarize.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to instruct partners to read paragraphs 1-11 of "The Voyage." Each student will underline the key events in the story and write a summary of those events. Partners will share and reflect on how they determined which events were important to the story. Use the Sample Key Events and Summary and the Reinforce or Reaffirm the Strategy to guide your instruction or support students as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to explain how parts of a text fit together to provide the overall structure.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review the Story Structure Anchor Chart with students, reminding them that stories have different parts that move the plot forward. Display and read aloud the practice task, and guide students to answer the question and annotate the text. Use the sidebar in the margin of the TRS for a Possible Response and Reinforce and

Reaffirm the Strategy to guide or support instruction as needed.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with Latin roots (aud, vis, form, cede/ceed).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to develop our research project with facts, details, and quotations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.c, 5.W.2.B.b, c, e, g
Detailed Description/Instructions:

- **One way to do this** is to display the Research Project Anchor Chart, and model writing one cause and effect of agriculture's use of water. Using the Unedited Modeling Text, model how you add specific details and examples to develop the topic. Remind students that they can use quotations from experts to support their facts.

Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*The Voyage*" Close Reading: Compare and Contrast Characters in a Story	7 - "*The Voyage*" Grammar in Context: Past-Perfect Verb Tense 9 - Write a Research Project: Use Linking Words, Phrases, and Clauses to Connect Your Ideas

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to identify the past perfect verb tense in context.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review the past perfect verb tense with students using the

information in the sidebar in the TRS. Display and read aloud paragraph 1 in "The Voyage." Highlight the model sentence to guide students to analyze and annotate for verb tense. Also have the students explain the sequence of events based on the verb tenses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to compare and contrast two characters in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Students will work in partnerships to read and analyze the question using The Strongest Idea protocol.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with Latin roots (aud, vis, form, cede/ceed).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 182-183 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to use linking words, phrases, and clauses to connect ideas in our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.B.f, 5.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display the Linking Words and Phrases References Chart. Using the Model Linking Words and Phrases Text to model how to make clear connections between ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*The Voyage*" Close Reading: Determine the Meaning of Figurative Language	11 - Write a Research Project: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to analyze the meaning of figurative language.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.d, 5.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to review the Figurative Language Anchor Chart with students, focusing on simile, metaphor, and personification. Display and read aloud the close reading question. Have students work in partnerships to reread and analyze the text. Use the sidebar in the margin of the TRS for a Possible Response to guide or support instruction. Students will add to their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 31 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with Latin roots (aud, vis, form, cede/ceed).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 184 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to draft a conclusion statement*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.d, 5.W.2.B.h
Detailed Description/Instructions:

- **One way to do this** is to model writing a conclusion that summarizes the information using the Model Concluding Statement Text. Remind students that writing a conclusion summarizes the information in a thought-provoking way.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Compare and Contrast Texts with Similar Themes 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Grammar: Sentences with Multiple Tenses

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to compare and contrast texts with similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students work in partnerships. Use the sidebar in the margin of the TRS for a Possible Response and the Reinforce and the Reaffirm the Strategy box to guide or support instruction as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to instruct students to turn to page 18 in *Water: Fact and Fiction* and focus on the "Discuss Your Knowledge Blueprint." Have students work with a partner to discuss the questions. Students will discuss their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar 13):
Teaching Point: *Today we are going to use verb tense to convey various times and sequences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.W.2.B.d, 5.L.1.A.e
Detailed Description/Instructions:

- **One way to do this** is review verb tenses with students. Use the sidebar in the margin of the TRS. Remind students that complex sentences can use more than one verb tense. Display and read the Model Text, and analyze the differences in verb tenses. Explain the reason for each use

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Adjective Suffixes (-y, -ent, -ive, -ic, -ful)	1 - "*Questions and Answers About the Oceans*" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge About Oceans	3 - Write a Research Project: Revise to Improve Writing by Expanding Sentences

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge about oceans.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, g, 5.R.3.A.a, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Open to "Questions and Answers About the Oceans" and preview the text, including graphic features. Read paragraphs 1-3 and annotate the text to support comprehension. Remind students to circle unfamiliar vocabulary and look for context clues as well.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use knowledge of adjective suffixes to read and pronounce words correctly and determine their meanings with context clues.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, b, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review the Reading Big Words Strategy to pronounce each word, focusing on step 2 (noticing suffixes). Display the words **sunny**, **wonderful**,

different, **selective**, and **acidic**. Guide students to circle the suffix that is added to each word and explain the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to revise our sentences by expanding them in our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model how to evaluate and improve writing using the Model Expanding Sentences Text

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 -"*Questions and Answers About the Oceans*" Close Reading: Explain How an Author Uses Reasons and Evidence	5 - Grammar in Context: Use Verb Tense to Convey Conditions 6 - Write a Research Project: Revise to Include Domain-Specific Vocabulary

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.g,
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students work in partnerships to annotate the text, cite reasons, and identify the evidence that supports the author's claim. Use the sidebar in the margin of the TRS for a Possible Response to guide or support instruction as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to understand that verb tense conveys conditions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 6 in "Questions and Answers About the Oceans." Highlight and reread the model sentence to guide students to understand that verb tense conveys conditions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with adjective suffixes (-y, -ent, -ive, -ic, -ful).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to revise to include domain-specific vocabulary in our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.a, 5.W.2.B.d
Detailed Description/Instructions:

- **One way to do this** is to display the Model Text, modeling how to add domain-specific vocabulary. Have students work in partnership to underline domain specific words and find the meaning using context clues in the Practice Text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - "*Questions and Answers About the Oceans*" Close Reading: Explain the Relationship Between Events in a Scientific Text	8 - Write a Research Project: Edit for Correct Use of Verb Tenses

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to explain the relationship between events in a scientific text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that when they draw an inference, they make a decision or state an opinion that is based on facts and details. Display and read aloud the close reading question. Ask students to underline details about the relationship between the ocean and the way humans breathe. Model how to draw an inference and write it in the margin. Use the sidebar in the margin of the TRS for a Possible Response and the Reinforce and Reaffirm the Strategy to guide or support instruction as needed. Students will add to their Knowledge Blueprint in this lesson

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with adjective suffixes (-y, -ent, -ive, -ic, -ful).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 190-191 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to edit for correct use of verb tenses in our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to model checking for verb tenses with the Model Using Verb Tense Text. Remind students that using the correct verb tense is important for informational science texts because the verb tense reveals the state and condition of things.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information from Two Texts on the Same Topic 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11- Write a Research Project: Edit to Use Verb Tense to Convey Various Times, Sequences, States, and Conditions

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question. Have students work with a partner to reread, find evidence, and jot down their ideas. Model how to explain the connections between information in both texts. Use this opportunity to provide modeling, corrective feedback, or validation. Use the Annotate, Pair, Share, Plus protocol found in the Additional Materials Bank.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.a, b, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to instruct students to turn to page 26 in *Water: Fact and Fiction* and focus on the "Discuss Your Knowledge Blueprint" section. Have students complete their Blueprint and discuss their findings

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with adjective suffixes (-y, -ent, -ive, -ic, -ful).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 192 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to edit verb tenses in our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.C.b, 5.W.2.B.d
Detailed Description/Instructions:

- **One way to do this** is to model checking that the verb tense used in the sentence correctly conveys the time, sequence, state, or condition intended by using the Unedited Model Text. Model identifying and circling each verb or verb phrase to look for words that signal time or sequence. Use the sidebar in the margin of the TRS for Verbals: Gerunds, Infinitives, Participial Phrases to guide or support instruction as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*Burn Lake*" Determine Multiple Themes in a Poem 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write a Research Project: Create a Title/Use Technology to Publish Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to determine multiple themes in a poem.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to read aloud "Burn Lake." Model how you annotate key details from lines 1–9 to find a theme from the poem.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have Real-World conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.1.D.a, b, 5.SL.1A.b
Detailed Description/Instructions:

- **One way to do this** is to have students review the unit selections, their text annotations, and their Blueprint. Have students read the "Real-World Perspectives: Constructive

Conversation" section on page 30 of *Water: Fact and Fiction*. Guide students to use the questions in this section to have a constructive conversation with their small group. Review the rules of conversation using the anchor chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to create an effective title and use technology to publish our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.2.B.a-h
Detailed Description/Instructions:

- **One way to do this** is to model how to create an effective title using the Model Brainstorming Titles Text. Also model how to choose appropriate spacing, margins, and borders when publishing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.a, b, d, 5.R.2.A.a, b, 5.L.1.A.a, e, 5.L.1.B.c, 5.W.2.B.a-h
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Create a Public Service Announcement

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the directions on page 30 of *Water: Fact and Fiction.*

Suggestions: Students can create a digital presentation, poster, or a script to share with the class

Unit 9: The Economic Development of Cities

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: The Economic Development of Cities
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about the growth and establishment of some major cities in the U.S. Students will learn that geography, industry, innovation, population, and culture are five significant factors that have shaped the development of U.S. cities. Through their readings, students will learn how economic changes impact society.

Topic 1 (Week 1)
In week 1, students will learn how to draw from multiple sources to get information. Students will continue to explain how authors use evidence and reasons, and they will integrate information from several texts on the same topic. In writing, students will analyze a mentor multimedia presentation, brainstorm for and plan their own multimedia presentation. In word study, students will practice using and spelling irregular past-tense verbs.

Topic 2 (Week 2)
In week 2, readers continue to explain how authors use reasons and evidence as well as integrate information from several texts on the same topic. Also, students will work to determine two or more main ideas and explain how key details support them. In writing, students will introduce their topic, include reasons and evidence, provide a concluding statement, and gather images for their multimedia presentation. In word study, students will work with inflectional endings with spelling changes.

Topic 3 (Week 3)
In week 3, students will be drawing on information from multiple sources. Students will continue to integrate information from several texts on the same topic. They will also have the opportunity to analyze a poet's use of figurative language. In writing, students will revise, rehearse, share, and reflect on their multimedia presentation. In word study, students will use the prefixes pro-, em,-en-,-per- and im- to determine the meaning of words.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 9 materials

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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
  - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary by:
  - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
  - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
  - 5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
  - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.3.A** Read, infer, and draw conclusions to:
  - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.B** Read, infer, and draw conclusions to:
  - 5.R.3.B.a evaluate if the author's purpose was achieved, identify reasons for the decisions, and provide evidence to support the claim
  - 5.R.3.B.g use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
- **5.R.3.C** Read, infer, and draw conclusions to:
  - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **5.RF.3.A** Develop phonics in the reading process by:
  - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
  - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
  - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C** Reread, revise, and edit drafts with assistance from adults/peers to
  - 5.W.1.C.a develop and strengthen writing by: revising, main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

- **5.W.3.A** Apply research process to
    - 5.W.3.A.d select relevant sources, literary and informational
    - 5.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech
- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others
    - 5.SL.1.A.d listening for speaker's message and summarizing main points based on evidence

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	2
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage	
5.R.1.B.d	Explain the meaning of figurative language in text	Identify figurative language in a text (e.g., idioms, adages, similes, metaphors, hyperboles, and common sayings) Distinguish between literal and figurative meaning Explain the meaning of common idioms and adages in their own words Interpret similes and metaphors, explaining the comparison being made Recognize hyperbole and explain the exaggeration and its purpose Provide evidence from the text to support interpretations	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	2
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before reading	2
5.R.3.B.a	Evaluate if the author's purpose was achieved	Identify the author's purpose (inform, persuade, entertain, or explain) Explain what the author intended the	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		reader to think, feel, or learn Evaluate whether the author's purpose was achieved State a clear claim about the effectiveness of the text in achieving its purpose Provide specific reasons why it was or was not successful Support each reason with relevant textual evidence	
5.R.3.B.g	Evaluate the logic of an author's conclusion using reasoning and evidence	Identify the author's conclusion or final claim in a text Explain the reasoning the author uses to arrive at the conclusion Determine whether the conclusion logically follows from the ideas and information presented Identify evidence used by the author to support the conclusion Decide if the evidence is relevant and sufficient Explain their own reasoning clearly	3
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context	
5.RF.3.A.b	Read roots words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.B.e	Draft from prewriting according to genre type	Address the identified audience, organization, and purpose	2
5.W.1.C.a	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas fo information flows logically Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version	
5.W.3.A.d	Select relevant resources using the research process	Identify a clear research question or topic Determine what type of information is needed Distinguish between relevant and irrelevant sources Use text features and search tools to evaluate and use sources Choose age-appropriate, credible sources	2
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.W.3.A.g	Differentiate between paraphrasing and plagiarism	Explain the difference between paraphrasing and plagiarism Recognize plagiarism Paraphrase information accurately Avoid copying key phrases or unique wording from the source unless quoting Use quotation marks properly when including exact words from a source Credit the author or source when using ideas, facts, or information	2
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		speech	
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3
5.SL.1.A.d	Listen for a speaker's message and summarize main points	Listen attentively in formal and informal settings Identify the speaker's main message or central idea Identify key supporting points Distinguish between main points and minor details Summarize the speaker's main points accurately in their own words Use specific evidence from what was hard to support the summary Ask clarifying questions when needed	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 9 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 9 Cumulative Spelling Assessment and Dictation ● Unit 9 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
dialects hub culture establish influence sustainable migration diverse ethnic perpetuating vibrancy discrimination contend apparent revitalize rebound decaying	

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint: The Economic Development of Cities 2 - "*The Birth of Chicago*" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge About Economic Development	3 - Write a Multimedia Presentation: Introduce the Purpose and Audience for a Multimedia Presentation

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore cities and their populations, culture, history, and issues related to their economic development.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 9 multimedia video. Use the Unit 9 Opener to introduce the Essential Question. Explain that as we explore the topic of *The Economic Development of Cities*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about economic development.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.b, g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "The Birth of Chicago" and preview the text, including the graphic features. Read paragraphs 1- 2 and annotate the text to support comprehension. Remind students that they can underline key details, determine text importance, draw inferences and write questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze

DOK: 3

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to identify the audience and purpose for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to play the Mentor Multimedia Presentation for students. With students, create an anchor chart capturing ideas about multimedia presentations. Have students work in pairs to discuss the different purposes for a multimedia presentation and who the audience for each type of presentation might be. Point out that students may have seen presentations before. Ask them to think about the purpose of those presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
5 - Irregular Past-Tense Verbs	4 - "*The Birth of Chicago*" Build Vocabulary: Determine or Clarify the Meaning of Multiple-Meaning Words	6 - Write a Multimedia Presentation: Brainstorm Ideas Using Your Experience/ Interests

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to determine or clarify the meaning of multiple-meaning words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how words can have more than one meaning. Have students work in partners to find and circle the multiple-meaning words. Tell students to identify and use context clues to develop their own definition for each word as it is used in the text. Ask students to identify a different meaning for each word. Then have them use a print or online dictionary to confirm or clarify meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use knowledge of irregular past-tense verbs to break words into syllables to read and pronounce them correctly and use context clues to determine their meanings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review adding the suffixes -ed or -d to the end of a verb that usually forms the past tense. If a verb's spelling is changed to form the past tense, it is called an irregular verb. Guide students to use the Reading Big Words Strategy to pronounce the multisyllable words. Note the spelling change that occurs in the past-tense verb. Use each word in a sentence

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to analyze a multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display the Analyze the Presentation Chart. Replay the Mentor Presentation and stop as you think aloud to discuss the first two features as they are evident in the presentation. Distribute the Student Analyze the Presentation Charts. Have students work with partners to use the Mentor Multimedia Presentation and identify the remaining features of a multimedia presentation.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - "*The Birth of Chicago*" Draw on Information from Multiple Sources	8 - "*The Birth of Chicago*" Grammar in Context: Form and Use the Present-Perfect Verb Tense 9 - Write a Multimedia Presentation: Use a Storyboard to Plan and Organize Your Multimedia Presentation

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to use information from multiple sources to answer a question.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to pose a practice task for partners.Remind students to use multiple sources, including the text and graphic features, to answer the question. Use the sidebar in the margin of the TRS for a Possible Response to guide or support instruction as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 8 (Writing/Grammar 8):
Teaching Point: *Today we are going to form and use the perfect verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 1 from "The Birth of Chicago." Highlight the sentence and model how to analyze the verb tense. Use the sidebar in the margin of the TRS to define Perfect Verb Tense.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to spell words with Irregular Past Tense Verbs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to brainstorm ideas for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Multimedia Presentation Checklist and read it with students. Explain that students will use this checklist at each step in their writing to help them construct a well-organized multimedia presentation. Use the

Modeling Brainstorm Chart to generate ideas
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - "*Chicago: An American Hub*" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge About Economic Development 12 - "*Chicago: An American Hub*" Explain How an Author Uses Reasons and Evidence	11 - Write a Multimedia Presentation: Use a Storyboard to Plan and Organize Your Multimedia Presentation

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge about economic development.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "Chicago: An American Hub" and preview the text, including the graphic features. Read paragraphs 1- 3 and annotate the text to support comprehension. Students can circle unfamiliar vocabulary, look for context clues or underline key events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to explain how the author uses reasons and evidence to support a particular point in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.a, g
Detailed Description/Instructions:

- **One way to do this** is to have students work with a partner to reread the text and identify and annotate several points that the author supports with reasons and evidence. Use the TRS for a Possible Response and the Reinforce and Reaffirm the Strategy to guide or support instruction as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort irregular past tense verbs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 198-199 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to use a storyboard to plan and organize our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is distribute and model with the Modeling Multimedia Presentation Storyboard. Model using the storyboard for planning purposes focusing on the introduction.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Integrate Information from Two Texts on the Same Topic 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Write a Multimedia Presentation: Support Reasons with Visuals

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to integrate information from two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to pose a practice task for partners to integrate information from "The Birth of Chicago" and "Chicago: An American Hub" to broaden their understanding of the city of Chicago. Use the sidebar in the margin of the TRS for a Possible Response and the Reinforce and Reaffirm the Strategy to guide or support instruction as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b,d
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about surviving challenges. Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell irregular past tense verbs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 200 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing 14):
Teaching Point: *Today we are going to generate and evaluate ideas for visuals that will support reasons in our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.e, 5.W.1.C.a, 5.W.3.A.d
Detailed Description/Instructions:

- **One way to do this** is to display the Multimedia Presentation Anchor Chart. Model generating ideas for strong supporting visuals

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Inflectional Endings with Spelling Changes (-ed, -ing)	1 - "*The Great Migration*" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge About the Great Migration	3 - Write a Multimedia Presentation: Introduce Your Topic

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about the Great Migration.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model how to preview "The Great Migration and the Growth of Cities," skimming the text and noting the text and graphic features. Use the metacognitive anchor charts to remind students of strategies for making meaning with a new text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to learn how some words change their spelling when the suffixes -ed or -ing are added.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review that we add -ing to most verbs to show an action that is happening in the present tense and that we add -ed to most verbs to form the past tense. Guide students to use the Reading Big Words strategy to pronounce each of the example words in bold print. Model how to identify the suffix in each word, the base word, and the spelling change.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to create an introduction for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is explain the role of the script and note cards in the multimedia presentation. Read the sample Introduction Note Card and use the think aloud offered in the TRS, emphasizing that the introduction should be clear and focused on the topic.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*The Great Migration*" Determine Two or More Main Ideas and Explain How Key Details Support Them 5 - "*The Great Migration*" Build Vocabulary: Determine the Meaning of Words and Phrases	6 - Write a Multimedia Presentation: Include Reasons and Evidence

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to determine two or more main ideas and explain how key details support them.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to have partners reread paragraphs of 1-9 of "The Great Migration and the Growth of Cities." Students should underline the key details and note two main ideas in the margins. Partners can discuss how the details support the main ideas. Then, ask small groups to talk about why it's beneficial to identify key details and main ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to determine the meaning of words and phrases in an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to have students circle the bold vocabulary words in the TRS that are found within "The Great Migration and the Growth of Cities." Students should reread to identify and use context clues to develop their own definition and record it in the margin. Students could use print or digital dictionaries to confirm or clarify the meaning. Reading partners can discuss how they found and used context clues and why it's important to understand the meaning of words.

Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with inflectional endings with spelling changes (-ed, -ing).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to include reasons and evidence for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.e, 5.W.3.A.d, g
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Reason/Evidence Note Card. Read aloud the text under Supporting Facts and Details and think aloud as to how these pieces of evidence support the reason shown. Have partners review each other's Presentation Storyboard and discuss facts and details they plan to share to support their reasons. Students should determine the best form to share those details: scripting, a bulleted list, charts, diagrams, or other visuals.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*The Great Migration*" Close Reading: Draw on Information from Multiple Sources	7 - "*The Great Migration*" Grammar in Context: Explain the Function of Conjunctions 9 - Write a Multimedia Presentation: Provide a Concluding Statement

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to learn how a conjunction connects clauses in sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that a conjunction helps to connect two sentences, clauses, phrases or words. Display and read aloud paragraph 3 from "The Great Migration and the Growth of the Cities." Highlight the example sentence and think

aloud how you analyze the function of the conjunction. Then, display the example sentence from paragraph 5 and ask partners to underline the conjunction and identify the two clauses in the sentence. Discuss how the conjunction helps to connect two ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to draw on information from multiple sources to answer a question.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Partners will reread and annotate the text. Observe their conversations to determine support they may need. Ask students to share their ideas. Partners can then discuss how they evaluated the text and graphic features in order to answer the question.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with inflectional endings with spelling changes (-ed, -ing).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 206-207 of the Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to create a concluding statement for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Concluding Statement Note Card, emphasizing through the think aloud how to craft an effective concluding statement. Partners can then work together to write another concluding statement for the presentation about why the local park should be cleaned up. Be sure to show the reasons used in the mentor presentation.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - "*The Great Migration*" Close Reading: Explain How an Author Uses Reasons and Evidence	11 - Write a Multimedia Presentation: Gather Images for Your Presentation

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence to support a particular point in a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.B.a, g
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question shown in the TRS. Give reading partners time to reread and annotate the text. Observe their conversations to determine the support they may need.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with inflectional endings with spelling changes (-ed, -ing).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 208 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to gather images for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.e, 5.W.1.C.a, 5.W.3.A.d
Detailed Description/Instructions:

- **One way to do this** is to model using a storyboard to help gather a variety of images for the presentation and use the think aloud from the TRS. Then, display the Modeling Multimedia presentation Slide 2 and use the think aloud from the TRS. Then, partners can discuss the types of print and online resources they will use to gather images for their multimedia presentation.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Integrate Information from Two Texts on the Same Topic 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Write a Multimedia Presentation: Create Supporting Visuals

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to integrate information from two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is display and discuss the close reading question shown in the TRS. Give partners time to reread and annotate the texts. Allow some students to share their ideas. Ask partners to reflect on why it's beneficial to analyze and integrate information from different texts about a similar topic. Consider using the Reinforce or Reaffirm the Strategy to provide support as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what they have learned about the causes and effects of "the Great Migration." Students will discuss their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing 13):
Teaching Point: *Today we are going to create supporting visuals for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.e, 5.W.1.C.a, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is display Modeling Multimedia Presentation Slide 3 to model how to create illustrations to support a multimedia presentation. Display the Supporting Visuals Reference Chart and lead a discussion to help students understand the points about creating and using supporting images for a multimedia presentation.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Prefixes That Describe Where (pro-, em-, en-, per-, im)	1 - "*Old Cities Revitalize*" First Reading: Apply Metacognitive and Fix-Up Strategies to build Knowledge About Economic Revitalization	3 - Write a Multimedia Presentation: Revise to Include Multimedia Components

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge about economic revitalization.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words using the Define/Example/Ask Routine. Open to "Old Cities Revitalize" and preview the text, including graphic features. Read paragraphs 1-6 and annotate the text to support comprehension. Students can circle unfamiliar words, create mental images, and make connections.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use some prefixes that describe where (pro-, em-, en-, per-, im-)*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review that prefixes are word parts added to the beginning of a word that change the meaning of the word. Write the example words in bold from the TRS and guide students to use the Reading Big Words Strategy to read each word and explain how the prefix changes the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to revise our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.e, 5.W.1.C.a, 5.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Multimedia Presentation Slide 2 and the Modeling Reason/Evidence Note Card. Model revising visual elements to create an effective presentation. Remind students that they can create a digital slideshow or use poster board or another form of multimedia for their presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - "*Old Cities Revitalize*" Close Reading: Explain How an Author Uses Reasons and Evidence	5 - Grammar in Context: Form and Use the Past-Perfect Verb Tense 6 - Write a Multimedia Presentation: Revise to Include Formatting to Aid Comprehension

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to explain how an author uses reasons and evidence to support a particular point in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.B.a, g
Detailed Description/Instructions:

- **One way to do this** is use the Speaking and Writing Response Frames for modeling support with the Constructive Conversations with Partners. Display and discuss the close reading question. Remind students that they are expected to annotate their copies of the

text. After their conversations, ask partners to reflect on how examining the author's claims helped their understanding of urban development.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to form and use the past perfect verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students how verb tense shows readers when an action happened. Then, display and read aloud the first paragraph from "Old Cities Revitalize." Highlight the sentence from the TRS and model how you analyze the verb tense. Next allow students to work with the example sentence. Partners can discuss identifying the past perfect verb and describing the action that happened.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with prefixes (pro-, em-, en-, per-, im-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to revise to include formatting to aid comprehension in our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Multimedia Presentation Slides 1 and 2 and model how to use formatting to aid audience comprehension. Partners can then review their presentations for multimedia components that include text and share ideas for formatting that will display the information more clearly.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - Close Reading: Draw on Information from Multiple Sources	8 - Write a Multimedia Presentation: Rehearse Your Presentation

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to draw on information from multiple sources to answer a question.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is display and discuss the close reading question. Give partners time to reread and annotate the text and observe their conversations to determine the level of support they may need. Continue by posing a question that requires students to use their knowledge of text features to focus on Enduring Understanding 5 from the Knowledge Blueprint. Partners can share ideas from the Build Knowledge Word Bank. Students will add to their Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with prefixes (pro-, em-, en-, per-, im-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 214-215 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to rehearse our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is display the Multimedia Presentation Anchor Chart and explain to students that rehearsal is necessary before delivering their presentation to the class. Model using note cards from Week 2 and their corresponding slides to show correct presentation style. Allow partners to take turns rehearsing parts of their presentations.

Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information from Several Texts on the Same Topic 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Write a Multimedia Presentation: Share Your Multimedia Presentation

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from several texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question, making sure that students have their copies of *The Economic Development of Cities* for reference. Partners should reread and annotate the text while the teacher observes conversations to determine the level of support needed. Partners should discuss what they've learned about how to integrate information from different texts about economic changes.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b, d
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about how economic changes can impact society. Students will discuss the Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with prefixes (pro-, em-, en-, per-, im-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and

Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.
Suggestions: *Use page 216 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to begin sharing our multimedia presentations.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.SL.1.A.b, d
Detailed Description/Instructions:

- **One way to do this** is display and briefly review the presenter and audience expectations for a multimedia presentation that are shown in the TRS. Allow students to do a final practice reading of their presentation before presentations are shared with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - "*Skyscraper*" Analyze the Poet's Use of Figurative Language 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Write a Multimedia Presentation: Review and Reflect

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to analyze the poet's use of figurative language.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review the Figurative Language Anchor Chart. Model how you identify figurative language in the poem "Skyscraper," highlighting metaphors, imagery and personification in the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b, d
Detailed Description/Instructions:

- **One way to do this** is to have students turn to the "Real‑World Perspectives: Constructive Conversation" section on page 30 of *The Economic Development of Cities*. Explain that students will use the questions in this section to have a constructive conversation with their small group. Remind students to use evidence from the text and their Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to review and reflect on our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is give students a copy of the Multimedia Presentation Rubric to evaluate their work. Review the four-point scoring system of the rubric with students. Have students choose one feature from the rubric and reflect on how they would score themselves. Students should share the score they would give themselves and explain their reasoning by citing specific examples from their writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.a, b, 5.R.3.A.a, 5.R.3.B.a, g, 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate/Analyze
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Create an Imaginary City Brochure.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the direction on page 30 of *The Economic Development of Cities*. Encourage students to include key features and factors that make their city unique. Students should also add captions and descriptive text in their brochure that persuade the reader to want to live there.

Suggestions: Students may create a paper foldable with illustrations or a digital slideshow.

Unit 10: Transforming Matter

Subject: Reading, Writing, Phonics and Word Study
Grade: 5th Grade
Name of Unit: Transforming Matter
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read biographies, informational texts, and procedural texts about the study of matter and chemistry. These readings will build students' schema on critical concepts of matter such as what matter is, how we learn about matter, how our understanding of matter has changed over time, properties of matter, how matter changes, and how we can use our understanding of matter and chemical reactions to solve problems.

Topic 1 (Week 1)
In Week 1, students will continue to draw on information from multiple sources. Students will read to integrate information from several different texts on the same topic. Students will also learn how to explain the relationship between individuals, concepts, and events within a text. In writing, students will read and analyze a Diamante poem mentor text. Students will then prepare to write their own Diamante by brainstorming ideas, narrowing their focus, and freewriting. In word study, students will work with irregular plurals.

Topic 2 (Week 2)
In Week 2, students will continue to explain the relationships between individuals, concepts and events in a text. In addition, readers will continue to integrate information from several texts on the same topic. Students will also work to determine two or more central ideas and explain how details support them. In writing, students will draft, revise, edit, and publish their Diamante poems. In word study, students will work with the science roots se, mech, cycle, phys, and chem.

Topic 3 (Week 3)
In Week 3, students continue to learn how to draw inferences and to explain the relationship between individuals, concepts and events within a text. They get introduced to analyzing how multimedia contributes to meaning and tone. In writing, students will reflect on what they have learned about narrative, informative/explanatory, and opinion writing. Students will also select a piece from their writing portfolio to share with the class. In word study, students will work with the prefixes re-, bio-, im-, ex-, and micro-.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 10 materials

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 determines 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.

DESE Priority Standards for Unit:

- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts by:
    - 5.R.1.A.a drawing conclusions and inferring by referencing textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - 5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B.** Develop an understanding of vocabulary to:
    - 5.R.1.B.a determine the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes or suffixes through context
    - 5.R.1.B.b using the context to determine meaning of unfamiliar or multiple-meaning words.
    - 5.R.1.B.g using conversational, general academic, and domain-specific words and phrases
- **5.R.3.A** Read, infer, and draw conclusions to:
    - 5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information
- **5.R.3.C** Read, infer, and draw conclusions to:
    - 5.R.3.C.c analyze how the pattern of organization of a text influences the relationships
    - 5.R.3.C.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

  5.RF.3.A Develop phonics in the reading process by:
    - 5.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 5.RF.3.A.b reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.W.1.B** Appropriate to genre type, develop a draft from prewriting by
    - 5.W.1.B.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
    - 5.W.1.B.e addressing an appropriate audience, organization, and purpose
- **5.W.1.C.** Reread, revise, and edit drafts with assistance to
    - 5.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **5.L.1.A** In speech and written form, apply standard English grammar to
    - 5.L.1.A.a explain and use the eight parts of speech

- **5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by
    - 5.SL.1.A.b posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
5.R.1.A.a-b	Draw conclusions and infer	Make logical inferences about ideas, events, or characters Draw conclusions that are reasonable and supported by what the text says Cite specific textual evidence to support both explicit understanding and inferences Distinguish between what the text explicitly states and what must be inferred Avoid unsupported guesses or conclusions that do not align with the text	3
5.R.1.B.a	Determine meaning of academic words using Latin/Greek roots and affixes	Recognize common Greek and Latin roots (e.g., struct, port, graph, spect, vis, aud) Identify common prefixes and suffixes (e.g., pre-, re-, dis-, sub-, -tion, -able, -ology) Break unfamiliar academic words into meaningful parts Explain the meaning of the root Explain how prefixes and suffixes change the meaning or function of a word Use knowledge of word parts to determine the meaning	2
5.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage	2
5.R.1.B.g	Use conversational, general academic, and domain-specific words and phrases to develop an understanding of vocabulary	Use conversational vocabulary appropriately Use general academic vocabulary	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		accurately Use domain-specific vocabulary correctly when discussing or writing about content-area topics Select vocabulary that matches the purpose and audience	
5.R.3.A.a	Use multiple text features and graphics	Identify multiple text features and graphics Use text features to quickly locate specific information within a text Use graphics to gather information that supports or extends the written text Gain an accurate overview of the text's organization and key topics using text features Infer what the text will be mostly about by previewing features and graphics before reading	2
5.R.3.C.c	Analyze how the pattern of organization of a text influences the relationships	Identify the text's organizational pattern (cause/effect, compare/contrast, sequence, problem/solution, description) Explain the relationships between ideas, events, or concepts presented in the text Analyze how the organizational pattern shapes those relationships (e.g. how cause/effect shows why something happens) Use specific examples or evidence from the text to support the analysis Explain why the author may have chosen that structure to help the reader understand the topic.	3
5.R.3.C.e	Integrate information from several texts on the same topic	Read two or more texts on the same topic Identify the main ideas and key details from each text Compare and combine related information across texts Explain how ideas from different texts connect or support one another Synthesize information into a clear understanding of the topic	3
5.RF.3.A.a	Decode multisyllabic words in context and independent of context	Accurately apply letter-sound correspondences to decode unfamiliar	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		words Break unfamiliar multisyllabic words into syllables Use knowledge of syllable types (e.g. open, closed, VCe, vowel team, r-controlled, consonant-le) Apply knowledge of morphology (prefixes, suffixes, roots, base words) to determine pronunciation and meaning Decode words in context while reading grade-level text, not just in isolation Self-monitor and self-correct when a word does not sound right or make sense in context.	
5.RF.3.A.b	Read roots words, prefixes, and suffixes to read content words	Recognize and read common root words accurately (e.g., port, struct, form, cycle) Identify and read common prefixes (e.g., re-, un-, dis-, pre-, mis-) Identify and read common suffixes (e.g., -ful, -less, -ment, -tion, -able) Blend roots, prefixes, and suffixes smoothly to read complete words accurately Use morphology to decode unfamiliar words by breaking them into meaningful parts Self-correct misread words using knowledge of word parts	1
5.W.1.B.a, e	Draft from prewriting according to genre type	Use prewriting strategies to plan writing Identify the intended audience and the purpose of the writing Choose an organizational structure that fits the genre, audience, and purpose Address the identified audience, organization, and purpose	2
5.W.1.C.a	Reread, revise, and edit drafts	Reread drafts carefully to identify areas that need improvement Revise the main idea to ensure it is clear and well-developed Improve the sequence of ideas fo information flows logically	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Maintain focus by removing or revising off-topic ideas Make sure the organizational structure fits genre and purpose Add, remove, or clarify details and facts Strengthen word choice by selecting precise, topic-related vocabulary Revise sentence structure for clarity, variety, and correctness Use transitions effectively to connect ideas and paragraphs Adjust writing for audience and purpose Strengthen voice so the writing sounds purposeful and engaging Show clear improvement from the original draft to the revised version	
5.L.1.A.a	Explain and use the eight parts of speech	Identify and define the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection Explain what each part of speech does in a sentence Use grammar rules when using parts of speech	1
5.SL.1.A.b	Listen to, pose. and respond to questions	Listen attentively in both formal and informal discussion settings Pose specific questions that clarify meaning or ask for more information Ask follow-up questions that deepen understanding of what was said Respond appropriately to questions using relevant information Make comments that build on others' ideas Link comments to previous remarks Stay on topic during discussions Adjust speaking and listening behaviors based on the discussion setting	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
• Weekly Assessments • Spelling ○ Weekly Spelling Assessment and Dictation • Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language • Foundational Skills Screeners • Quick Phonics Assessment with Quick Spelling	• Unit 10 Assessment • Week 2 Assessment (given after all three weeks of instruction) • Unit 10 Cumulative Spelling Assessment and Dictation • Unit 10 Cumulative Word Fluency • Interim Assessment 1 (postassessment for the year)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
observations principle categorize technical volume involves physical dissolves ingredients convert pursue opportunity dedicated	theory state property reaction

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1 - Introduce the Blueprint: Transforming Matter 2 - "*John Dalton*" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge About Matter	3 - Write a Diamante Poem: Introduce the Genre

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore how scientists observe, measure, and describe matter.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 10 multimedia video. Use the Unit 10 Opener to introduce the Essential Question. Explain that as we explore the topic of *Transforming Matter*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading 2):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about matter.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.b, g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and ask students to open to "John Dalton: Father of the Atomic Theory." Ask students to preview the selection, skimming the text and noting the text and graphic features. Read paragraphs 1–3 and annotate the text to support comprehension using context clues to define domain-specific words, summarize and synthesize, and confirm or correct word recognition and understanding.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 3 (Writing 3):
Teaching Point: *Today we are going to read and analyze a diamante poem mentor text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is display and distribute copies of the Diamante Writing Checklist and read it together. Display and read aloud the "Sun/Moon" Mentor Text. Point out that the first and last lines, "sun" and "moon," make up the title of the diamante. Discuss examples of diamante key features.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5 - Plurals: Spelling Changes/Irregulars	4 - "*John Dalton*" Explain the Relationship Between Individuals, Concepts, and Events in a Text	6 - Write a Diamante Poem: Analyze the Diamante Form

Engaging Experience 4 (Reading 4):
Teaching Point: *Today we are going to explain the relationships between individuals, concepts, and events in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to display the close reading question, and allow students to work with a partner to annotate the text, discuss their annotations, and formulate a response.

Suggestions:

- *Use the sidebar in the margin of the TRS for a Possible Response and the Reinforce and Reaffirm the Strategy to guide or support instruction.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study 5):
Teaching Point: *Today we are going to use knowledge of irregular plurals to break words into syllables and read them correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write or display the words **said, led, proven, undertook, analyses**, and **fungi**. Guide students in using the Reading Big Words Strategy to decode and pronounce each word. Then, have students identify whether each word is a noun or a verb and discuss

any irregular spelling patterns. Draw attention to spelling changes in past tense verbs and plural nouns. Guide students to use each word in a sentence to demonstrate understanding of its meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing 6):
Teaching Point: *Today we are going to analyze the format of a diamante poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to print, display, and distribute the "Sun/Moon" Mentor Text and the Modeling Diamante Features Chart. Explain to students that a diamante is a poem with seven lines, in the shape of a diamond. Model how to analyze the poem's format.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	7 - *"John Dalton"* Draw on Information From Multiple Sources	8 - *"John Dalton"* Grammar in Context: Use Verb Tense to Convey Conditions 9 - Write a Diamante Poem: Use Opposites to Brainstorm Ideas for a Diamante

Engaging Experience 7 (Reading 7):
Teaching Point: *Today we are going to draw on information from multiple sources to answer a question.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to pose the question: "What are some characteristics of atoms?" Remind students to use both the text and the graphic feature to answer the question. Observe students' conversations to determine the level of support they may need.

Suggestions:

- *Use the sidebar in the margin of the TRS for Possible Response and the Reinforce and Reaffirm the Strategy to guide or support instruction.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar):
Teaching Point: *Today we are going to use verb tense to convey conditions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Model identifying the conditional verb, the verb that conveys the condition. Ask partners to identify the conditional verb phrases in the Practice Text and explain what tense the verbs are.

Suggestions:

- *Use the sidebar in the margin of the TRS for a Possible Response to guide or support instruction.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell plurals with spelling changes and irregular spellings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9):
Teaching Point: *Today we are going to brainstorm topics for our diamante.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.a, e
Detailed Description/Instructions:

- **One way to do this** is to model how to brainstorm for ideas that start and end with two nouns that are opposites. The diamante poem also uses adjectives and verbs describing these two nouns. Display and distribute a Brainstorm and Evaluation Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	10 - *"Matter is Everywhere!"* First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge About Matter 12 - *"Matter is Everywhere!"* Explain the Relationship Between Individuals, Concepts, and Events in a Text	11 - Write a Diamante Poem: Evaluate Your Ideas to Narrow the Focus

Engaging Experience 11 (Reading 10):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge about matter.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and ask students to open to "Matter Is Everywhere!" Ask students to preview the selection, skimming the text and noting the text and graphic features.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the digital Multilingual Glossary*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading 12):
Teaching Point: *Today we are going to explain the relationship between individuals, concepts, and events in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the practice task, then have students work with a partner. Ask students to describe the relationship, write their answers in the margins, and underline specific text evidence to support their thinking. After giving students time to identify the relationship and supporting evidence, bring the class back together and invite partners to share and explain their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort plurals with spelling changes and irregular spellings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles pages 222-223 for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing 11):
Teaching Point: *Today we are going to evaluate our ideas for our diamante poem.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, e, 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Brainstorm and Evaluation Chart from the previous lesson. Read each evaluation question aloud with the class. Then, use the sample ideas on the chart to model how to narrow the focus.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13 - Integrate Information From Several Texts on the Same Topic 15 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14 - Write a Diamante Poem: Develop Ideas Through Freewriting

Engaging Experience 15 (Reading 13):
Teaching Point: *Today we are going to integrate information from several texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model how to integrate information from "John Dalton: Father of the Atomic Theory" and "Matter Is Everywhere!" to broaden students' understanding of atoms and matter and answer the practice task for partners.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading 15):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b,d
Detailed Description/Instructions:

- **One way to do this** is to ask students to turn to page 10 in *Transforming Matter* and focus on the "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Explain that students will work with a partner to answer and discuss the questions listed in the section and complete their Knowledge Blueprint

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell plurals with spelling changes and irregular spellings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 224 for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing 14):
Teaching Point: *Today we are going to develop ideas for our diamante through freewriting.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.W.1.B.a, e, 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Diamante Freewriting Chart. Model how to freewrite to develop adjectives, verbs, and nouns related to the topics. Use the Sample Diamante Freewriting Chart as a guide

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2 - Science Roots (se, mech, cycle, phys, chem)	1 - *"Changes in Matter"* First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge About Matter	3 - Write a Diamante Poem: Draft a Diamante

Engaging Experience 19 (Reading 1):
Teaching Point: *Today we are going to develop vocabulary and apply metacognitive and fluency strategies to build knowledge about matter.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and ask students to open to "Changes in Matter." Preview the selection, skimming the text and noting the text and graphic features.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the digital multilingual glossary*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use knowledge of science roots to break words into syllables to read and pronounce them correctly and determine their meanings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to write these words on the board: **security**, **mechanic**, **recycling**, **physical**, **chemical**. Guide students to use the Reading Big Words Strategy to pronounce each word. Then circle the science root in each word and identify its meaning. Use the Sample Word Sort Chart to brainstorm for meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing 3):
Teaching Point: *Today we are going to draft our diamante poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.B.a, e
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text with the completed Diamante Freewriting Chart from Week 1, Lesson 14. Have students listen as you read aloud the text and explain the features of a diamante.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - *"Changes in Matter"* Determine Two or More Central Ideas and Explain How Key Details Support Them 5 - *"Changes in Matter"* Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases	6 - Write a Diamante Poem: Revise Using Assonance to Add a Musical Quality

Engaging Experience 22 (Reading 4):
Teaching Point: *Today we are going to determine the central ideas of an informational text and the key details that support them.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to "Changes in Matter," rereading paragraphs 1–10. Students should underline the key details that explain how "changes in matter" shape the world around us and then determine the central ideas of the passage.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading 5):
Teaching Point: *Today we are going to determine the meaning of domain-specific words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to ask partners to find and circle the following words and phrases in the text: **substance**, **physical change**, **chemical change**, **reactants**, **evaporation**. Tell students to identify and use context clues to develop their own definition for each word

and record it in the margin. Have students use a print or online dictionary to confirm or clarify meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with science roots (se, mech, cycle, phys, chem).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing 6):
Teaching Point: *Today we are going to revise our diamante to include assonance.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that poetry often has a rhythm or a pattern of beats. Explain to students the meaning of assonance. Display the "Sun/Moon" Mentor Text. Read aloud the poem to guide students to identify the repetition of vowel sounds. Model how you identify examples of assonance in the poem

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	8 - "*Changes in Matter*" Close Reading: Draw on Information From Multiple Sources	7 - *"Changes in Matter"* Grammar in Context: Use Correlative Conjunctions 9 - Write a Diamante Poem: Revise to Improve the Form of Your Diamante

Engaging Experience 26 (Writing/Grammar 7):
Teaching Point: *Today we are going to use correlative conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review correlative conjunctions. Use the sidebar in the TRS for

an explanation.. Display and read aloud paragraph 1 from "Changes in Matter." Model thinking about and annotating the sentence in the TRS. Display the sentence from paragraph 2 for partners to work with. Have them circle the correlative conjunctions in the sentence. Then, ask them to analyze what ideas the conjunctions are connecting and whether the sentence structure is parallel.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading 8):
Teaching Point: *Today we are going to draw on information from multiple texts and graphic features to answer a question.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Remind students that they are expected to annotate their copies of the text. Give partners time to reread and annotate the text. Observe their conversations to determine whether they can summarize information from the sources to address the topic. Then ask volunteers to share their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with science roots (se, mech, cycle, phys, chem).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 230-231 of the Reproducibles for the Closed Sort.*
Bloom's Level:Apply
DOK: 2

Engaging Experience 29 (Writing 9):
Teaching Point: *Today we are going to revise to improve the form of our diamante.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to remind students to reference their Diamante Features Chart from Week 1 for the structure of a diamante poem. Display the Draft Modeling Text and read the poem aloud. Model how you revise the poem to improve the form for a diamante.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10 - *"Changes in Matter"* Close Reading: Explain the Relationship Between Individuals, Concepts, and Events in a Text	11 - Write a Diamante Poem: Use a Checklist to Edit Your Diamante

Engaging Experience 30 (Reading 10):
Teaching Point: *Today we are going to explain the relationship between individuals, concepts, and events in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b,
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question. Remind students that they are expected to annotate their copies of the text. Give partners time to reread and annotate the text. Observe their conversations to determine the level of support they may need. Then ask volunteers to share their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to spell and define words with Latin Roots (aud, vis, form, cede).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 232 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing 11):
Teaching Point: *Today we are going to use a checklist to edit our diamante.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Unedited Modeling Text and the Diamante Writing Checklist. Model how you revise the poem by using the checklist.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12 - Close Reading: Integrate Information From Several Texts on the Same Topic 14 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13 - Write a Diamante Poem: Use Keyboarding Skills to Publish a Diamante

Engaging Experience 33 (Reading 12):
Teaching Point: *Today we are going to integrate information from several texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to use the Speaking and Writing Response Frames for modeling support. Display and discuss the close reading question. Students should have their copies of *Transforming Matter* for reference. Give partners time to reread and annotate the text. Observe students' conversations to determine the level of support they may need. As time permits, ask volunteers to share their answers.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading 14):
Teaching Point: *Today we are going to have Real-World conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask students to turn to page 18 in *Transforming Matter* and focus on the "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Explain that students will now turn to a partner to answer and discuss the questions listed in the section. Give partners time to work through and discuss the questions. Observe their conversations to determine the level of support they may need.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing 13):
Teaching Point: *Today we are going to use keyboarding skills to publish our diamante.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display Modeling Text 1. Model how you analyze the handwritten poem. Then, display Modeling Text 2. Model how you analyze the computer-published poem. Point out the images and the way these add to the feeling and meaning of the poem by illustrating the poem's topics.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2 - Prefixes (re-, bio-, im-, ex-, micro-)	1 - *"Marie M. Daly"* First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge About Biochemistry	3 - Reflect on Narrative Writing

Engaging Experience 36 (Reading 1):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to build knowledge about biochemistry.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital multilingual glossary. Display and ask students to open to "Marie M. Daly: Biochemistry Pioneer." Ask students to preview the selection, skimming the text and noting the graphic features. Remind students that they know many strategies for making meaning with a new text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study 2):
Teaching Point: *Today we are going to use knowledge of prefixes to break words into syllables to read and pronounce them correctly and determine their meanings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to write these words on the board or display them: **reapply**, **biology**, **explore**, **impossible**, **microbe**. Guide students to use the Reading Big Words Strategy to pronounce each word, focusing on Step 1 (noticing prefixes). Then circle the prefix in each word and explain how the prefix affects the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing 3):
Teaching Point: *Today we are going to reflect on narrative writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Narrative Writing Rubric and read it with students. Point out that the rubric reflects the key features of narrative writing that students have practiced during the year. Tell students that they will use the rubric to evaluate their own writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 1	4 - *"Marie M. Daly"* Close Reading: Explain the Relationship Between Individuals, Concepts, and Events in a Text	5 - Grammar in Context: Explain the Function of Prepositions 6 - Reflect on Informative/Explanatory Writing

Engaging Experience 39 (Reading 4):
Teaching Point: *Today we are going to explain the relationship between individuals, concepts, and events in a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to use the Speaking and Writing Response Frames for modeling support. Display and discuss the close reading question. Remind students that they are expected to annotate their copy of the text. Give partners time to reread and annotate the text. Observe their conversations to determine the level of support they may need. Then

call on volunteers to share their ideas.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar 5):
Teaching Point: *Today we are going to explain the function of prepositions in a sentence.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.L.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to review prepositions and prepositional phrases with students. Display and read aloud paragraph 5 from "Marie M. Daly: Biochemistry Pioneer." Model thinking about and annotating the sentence from the TRS. Display the other sentence from paragraph 9. Ask partners to circle the prepositions and to underline prepositional phrases in the sentence. Then, ask them to explain the function of the prepositions in the sentence. Tell students to rewrite the sentence without the use of prepositions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with prefixes (re-, bio-, im-, ex-, micro-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing 6):
Teaching Point: *Today we are going to reflect on informative/explanatory writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Informative Writing Rubric and read it with students. Point out that the rubric reflects the key features of informative/ explanatory writing that students have learned about during the year. Tell students that they will use the rubric to evaluate their own writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 2	7 - *"Marie M. Daly"* Close Reading: Use Text Evidence to Draw Inferences	8 - Reflect on Opinion Writing

Engaging Experience 43 (Reading 7):
Teaching Point: *Today we are going to use text evidence to draw inferences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Speaking and Writing Response Frames for modeling support. Display and discuss the close reading question. Remind students that they are expected to annotate their copies of the text. Give partners time to reread and annotate the text. Observe their conversations to determine the level of support they may need. Ask volunteers to share their answers, as time permits.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book Lesson-2):
Teaching Point: *Today we are going to spell and sort words with prefixes (re-, bio-, im-, ex-, micro-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use pages 238-239 of the Week 3 Reproducibles for the Closed Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing 8):
Teaching Point: *Today we are going to reflect on opinion writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Opinion Writing Rubric and read it with students. Point out that the rubric reflects the key features of opinion writing that students have practiced during the year. Tell students that they will use the rubric to evaluate their own writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-Book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9 - Close Reading: Integrate Information From Several Texts on the Same Topic 10 - Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11 - Prepare to Share

Engaging Experience 46 (Reading 9):
Teaching Point: *Today we are going to integrate information from several texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to use the Speaking and Writing Response Frames for modeling support. Display and discuss the close reading question. Students should have their copies of Transforming Matter for reference. Give partners time to reread and annotate the texts. Observe their conversations to determine the level of support they may need. Then ask several students to share their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading 10):
Teaching Point: *Today we are going to have partner conversations about the Knowledge Blueprint and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to have a constructive conversation to share what students have learned about physical and chemical changes involved in human digestion. Students will discuss the Knowledge Blueprint in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book Lesson-3):
Teaching Point: *Today we are going to read and spell words with prefixes (re-, bio-, im-, ex-, micro-).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.a, 5.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics &*

Word Study Resource e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Suggestions: *Use page 240 of the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing 11):
Teaching Point: *Today we are going to select a piece of writing to share with the class.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have reviewed the narrative, informative/explanatory, and opinion writing they've completed this year. Allow students time to look through their portfolios and choose which piece of writing they want to share. Model how you choose the writing you will share with the class. You may wish to let students choose any piece they wish, or you may ask certain students to select a specific text type to be sure all three types are represented.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students will begin sharing their pieces today and can finish in tomorrow's lesson if you need the time.*

Bloom's Level: Evaluate
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12 - *"The Snowflake"* Analyze How Multimedia Contributes to Meaning and Tone 14 - Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13 - Share Your Writing

Engaging Experience 50 (Reading 12):
Teaching Point: *Today we are going to analyze the meaning and tone of a poem using print and digital sources.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 5.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to review the Mood and Tone Anchor Chart with students. Ask them to read the poem "The Snowflake" to themselves. Then, play the audio recording. Model how you analyze the meaning and tone of the poem, using the first four lines.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading 14):
Teaching Point: *Today we are going to have partner conversations about the Essential Question and Enduring Understandings.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.B.g, 5.R.3.C.e, 5.SL.1.A.b, d
Detailed Description/Instructions:

- **One way to do this** is to have students turn to the "Real-World Perspectives: Constructive Conversation" section on page 30 of *Transforming Matter*. Explain that students will use the questions in this section to have a constructive conversation with their small group. Remind students to use evidence from the text and their Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing 13):
Teaching Point: *Today we are going to share our writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is if all students were not able to share their writing yesterday, allow the remainder of the class to each share a selection from their writing portfolios. If all students have had a chance to share at least one piece of writing in the previous reflection lesson, you may wish to have them each select another piece of writing to read in this lesson.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 5.R.1.A.a, b, 5.R.1.B.a, b, 5.R.3.A.a, 5.R.3.B.g, 5.L.1.A.a, 5.W.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task

Teaching Point: Today we are going to Create a Scientific Diagram.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Have students follow the direction on page 30 of *Transforming Matter*. Have students choose one physical or chemical change from their list of changes.

Suggestions: Students may create a diagram on paper or digitally.