

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 5 Reading

2025

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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).

- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.
- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts.

Grade 5 READING YEAR AT A GLANCE

Time	Reading	Word Study
September - Mid November	Bookworms Shared Reading Module 1 - Unit 1: Self-Discovery - Unit 2: Life Science How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Unit 1: Latin Directional Prefixes (September - October)
Mid November - January	Bookworms Shared Reading Module 2 - Unit 1: Earth Science - Unit 2: Unlikely Alliances How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Unit 2: Latin Bases (November - December) Unit 3: More Latin Bases (December - February)
February - Mid March	Bookworms Shared Reading Module 3 - Unit 1: Hope and Perseverance - Unit 2: Physics (lessons 21-26, omit lessons 27-35) How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Unit 4: Parallel Latin/ Greek Bases (February-April)
Mid March - June	Bookworms Shared Reading Module 4 Unit 1: Demonstrating Courage How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Unit 5: Suffixes (April - May)

MODULE 1:

Self-Discovery, Life Science

Connecticut Framework: The Common Core State Standards

RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read on-level text with purpose and understanding.

RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

SUBJECT
Grade 5 Reading

MODULE 1:
Self Discovery, Life Science

Unwrapped Performance Standards

Concepts:

Need to know about:

Genre/Author's Craft:

- Narrative text structures
- Nonfiction text structures
- Informative text structures
- Read multiple books on same topic/structure

Theme:

- Character growth
- Character traits
- Internal struggles
- Central themes
- Character perspective

Reader's Strategies:

- Character traits
- Synthesize information
- Organize new knowledge
- Make predictions
- Written responses

Skills

Need to be able to:

- Explore narrative text structures and character growth over time.
 - Demonstrate the idea that multiple characters can
 - Experience similar internal struggles.
 - Identify character traits and central themes.
1. Explore the nonfiction text structure
 2. Explore informative text features

3. Learn why it is beneficial to read more than one book on the same topic and multiple books of the same text structure
4. Synthesize the information from the unit
5. Learn to better organize their new knowledge
6. Participate in oral discussions as a whole class and with partners
7. Demonstrate and solidify their knowledge through completing written response tasks
8. Describe and analyzing character behavior
9. Take the perspective of characters
10. Analyze author's craft
11. Summarize what they have read in each text
12. Provide relevant reasons and evidence to support their statements or opinions
13. Share their thoughts and understandings in writing
14. Use writing to demonstrate the content knowledge and literacy skills that they gained throughout Module 1.

SUBJECT

Grade 5 Reading

MODULE 1:

Self Discovery, Life Science

Big Ideas

Student's statements of enduring ideas

1. Readers learn from the experiences of characters and how they grow through challenges.
2. Readers notice how authors organize texts and make purposeful choices to help us understand ideas.
3. Readers grow their understanding by talking, writing, and using evidence to explain their thinking.

Essential Questions

Teacher's guiding questions

1. How do characters' actions, struggles, and growth help us understand deeper messages in a story?
2. How do authors organize and craft texts to help readers learn and understand important information?
3. How do readers use discussion, writing, and evidence to build and share their understanding?*

SUBJECT

Grade 5 Reading

MODULE 1:

Self Discovery, Life Science

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Identify and analyze the elements and organizational structure of a narrative text
2. Analyze and interpret character development over time
3. Compare and contrast events and challenges characters experience
4. Identify the theme of a narrative text
5. Recognize point of view from various characters through the use of thoughts and feelings
6. Summarize the most important parts of a text
7. Identify and utilize text structure and text features to support understanding of a nonfiction text
8. Understand how the author's craft influences and contributes to the meaning of texts
9. Synthesize ideas from multiple texts to better understand a topic or theme
10. Utilize notes, anchor charts, or other tools to support understanding of a text
11. Collaborate with peers to clearly articulate their ideas and build on others' thinking

12. Provide reasons and evidence from the text to support thinking

13. Communicate ideas and understanding using details from the text through written expression

14. Apply the Vision of the Graduate by:

- a. **Communication:** The module fosters communication by encouraging students to engage in oral discussions (whole class and partner) and written response tasks. Through analyzing characters, explaining scientific concepts, and comparing texts, students learn to express ideas clearly for different purposes.
- b. **Critical Thinking & Problem Solving:** Throughout the units, students analyze character behavior, synthesize information, and evaluate authors' craft, requiring them to apply knowledge and reasoning skills to interpret both narrative and nonfiction texts.
- c. **Collaboration:** Working with peers on text structure anchor charts and partner discussions supports the development of teamwork and shared learning, aligning with the graduate's ability to work toward common goals.
- d. **Integrity:** Students are expected to provide evidence to support their opinions and accurately synthesize content from texts, developing habits of honest, responsible academic work.
- e. **Innovation:** By comparing texts and creating original writing pieces, such as the Cells Research Project, students are encouraged to look at information in new ways and share their unique understandings and perspectives.

SUBJECT

Grade 5 Reading

MODULE 1:

Self Discovery, Life Science

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to read fluently with expression, how to think aloud about a text, how to organize story elements through charts and notes).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging and complex reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study:

Vocabulary

- Content rich words introduced prior to reading to support understanding
- Direct teaching of prefixes and suffixes to be able to find word meaning

Decoding

- Teacher models flexible strategies such as syllable division

Sentence Structure

- Teacher models how to create complex sentences using different parts of speech

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Summarizing

- Encouraging students to summarize key points in their own words.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to respond to what they've read using evidence from the text to support their thinking.
- Providing a rubric with the criteria for written responses

Practicing Sentence Writing Skills

- Using graphic organizers to construct a super sentence based on a specific vocabulary word

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

SUBJECT

Grade 5 Reading

MODULE 1:

Self Discovery, Life Science

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

Bookworms Module 1:

- Text Connection (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Word Study Assessment (L5, L10, L15, L20, L25, L30, L35, L40, L45)

Building Vocabulary:

- Diagnostic Pre-test

IAB:

- Read Literary Texts (assured assessment)

Suggested IAB:

- Research

District Assessments:

- i-Ready Reading Assessment
- DIBELS ORF Benchmark

Summative

Building Vocabulary:

- Unit 1 Quiz

ELA Module 1:

- Culminating Task for Module 1
(Compare/Contrast Cells Research Project)

SUBJECT Grade 5 Reading	
MODULE 1: Self Discovery, Life Science	
Pacing & Resources	
<i>45 Days</i> Time Allotment: September- mid November	
Unit 1 Self Discovery	
Walk Two Moons Lessons 1-30	Walk Two Moons is a fictional novel about two characters dealing with family difficulties. This is a beautifully-written, complicated novel. You might want to read about <u>it and the author</u>. It has a complex story structure because there are two stories occurring simultaneously—one is the story of how Sal meets other children who are struggling to deal with their own family problems. The other is the story of how Sal’s grandparents take her on a journey to help her come to grips with her mother’s death. We provided the link to supplement learning and offer additional comprehension support, though it is not required. While we do our best to provide valid links as supplemental supports, they are not owned by us and can change at any time. If that happens, search to see if there is an appropriate substitute to use instead. Be sure to preview any sites you choose to display to be certain they are appropriate for classroom use. As you help students to track the story structures, it might be best to start with two story maps: one for the story of how Sal meets other children and one for the story of how Sal’s grandparents take her on a journey. It also might be best to allow the problems to be revisited and revised along the way. In the end, consider that the real problem in the story is how to accept things that cannot be changed, living with both sadness and hope at the same time. As you work through this book, be careful about time. You should be able to accomplish the meaning vocabulary very quickly and move to the purpose setting and choral reading. Keep your eye on the clock. If the reading is going too long, ask the students to stop reading chorally, and listen while you finish reading aloud. Do not forego partner rereading. You can time it so that students spend at least 8 minutes rereading, even if they don’t reread the

	entire selection. You may wish to preview the following content to plan for how you will address the lessons with sensitivity: • Lesson 8: The reading contains a scene where Grams, Gramps, and Sal smoke a pipe together. • Lesson 12: In Chapter 19, Sal draws a stick figure being hung. She is expressing her hatred towards Mrs. Cadaver being with her father. • Lesson 16: Chapter 23 is a very heavy chapter with sad content. Read it first, and then decide whether you will have students read it or simply discuss the events that move the plot. You will also see the words “hells and damns” on page 143. • Lessons 21 and 26: You will see the word “hell” in Chapters 31 and 41. Sals’ family comes from a Native American background. Throughout the text there are many references to her background, and you will see the use of Native American, Indian, and American Indian being discussed. You may wish to address this with students emphasizing the importance of honoring an individual’s preference. You will see that Lessons 4, 9, 14, 19, 24 and 29 for this book are “bump days,” built in to give you and your students time to dig more deeply into this text. Consider previewing all lessons and the book well in advance, to determine the most effective ways for using the time during these “bump day” lessons. Lesson 30: Is a built-in day to explore Sharon Creech’s work.
Unit 2 Life Science	
Animal Cells and Life Processes Lessons 31-37	Animal Cells and Life Processes explores the animal cell in-depth and allows for discovery of scientists that were involved in animal cell studies. Students will use nonfiction text features and text structures to navigate through the reading.
Plant Cells and Life Processes Lessons 38-45	Plant Cells and Life Processes explores the plant cell in-depth and allows for discovery of scientists that were involved in plant cell studies. Students will use nonfiction text features and text structures to navigate through the reading.

Word Study: <i>Building Vocabulary</i> Time Allotment: September-October		
Unit	Topic	Time Allocation
1	Latin Directional Prefixes • <i>co-</i> , <i>con-</i> = “with, together” • <i>super-</i> , <i>sur-</i> = “on top of, over, above” • <i>ad-</i> , = “to, toward, add to” • <i>di-</i> , <i>dif-</i> , <i>dis-</i> = “apart, in different directions” and “not” • <i>a-</i> , <i>ab-</i> , <i>abs-</i> = “away, from”	September- October

MODULE 2:

Earth Science, Unlikely Alliances

Connecticut Framework: The Common Core State Standards

RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read on-level text with purpose and understanding.

RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

SUBJECT
Grade 5 Reading

MODULE 2:

Earth Science, Unlikely Alliances

Unwrapped Performance Standards

Concepts: Need to know about:

Genre/Author's Craft:

- Narrative text structures
- Nonfiction text structures
- Read multiple books on same topic/structure

Theme:

- Character development
- Character interaction
- Character behavior
- Character traits
- Internal struggles
- Common themes across texts
- Character perspective

Reader's Strategies:

- Character traits
- Synthesize information
- Organize new knowledge
- Summarize
- Make predictions/Infer
- Written responses
- Oral discussions
- Anchor Charts

Skills

Need to be able to:

- Reinforce their nonfiction text structure and organization knowledge and use that knowledge to support comprehension.
- Demonstrate that the same theme can be expressed across multiple texts with different topics.
- Understand the benefits to reading multiple texts by the same author.
- Use narrative structure to support comprehension
- Explore character development and interactions with other characters
- Analyze how author's craft shapes and influences our text content understanding.
- Revisit the text as a basis for evidence when forming and revising predictions and inferences.
- Demonstrate and solidify their knowledge through completing written response tasks.
- Participate in oral discussions as a whole class and with partners.
- Completing daily written response tasks and collaboratively-built text structure anchor charts
- Describe and analyzing character behavior
- Summarize what they have read in each text
- Provide relevant reasons and evidence to support their statements or opinions
- Share their thoughts and understandings in writing
- Use writing to demonstrate the content knowledge and literacy skills that they gained throughout Module 2

SUBJECT
Grade 5 Reading

MODULE 2:
Earth Science, Unlikely Alliances

Big Ideas
Student's statements of enduring ideas

1. Readers learn that understanding text structures helps them deepen their comprehension and make connections across texts.
2. Readers learn that authors use craft moves like character development, structure, and perspective to shape the way we understand a story or topic.
3. Readers learn to support their thinking with text evidence as they discuss, write, and reflect on what they read.

Essential Questions
Teacher's guiding questions

1. How does understanding a text's structure help students make meaning and connect ideas across texts?
2. In what ways do authors use craft, such as: character development, structure, and perspective to shape how readers interpret a story or topic?
3. How can students use evidence from the text to clearly express and support their thinking through speaking and writing?

SUBJECT
Grade 5 Reading

MODULE 2:
Earth Science, Unlikely Alliances

LEARNING OBJECTIVES

The students will be able to:

Students will be able to:

1. Identify and analyze nonfiction text structures (e.g., cause/effect, compare/contrast, sequence) to support their comprehension of informational texts.
2. Explain how a shared theme can be expressed across multiple texts with different topics.
3. Evaluate the benefits of reading multiple texts by the same author to deepen their understanding of content and authorial style.
4. Use knowledge of narrative structure to comprehend and interpret fictional texts.
5. Explore and describe character development and how characters interact with others to drive the plot.
6. Analyze how an author's craft—including word choice, point of view, and literary devices—influences meaning and reader interpretation.
7. Use textual evidence to form, support, and revise predictions and inferences about texts.
8. Collaborate with peers in whole-class and partner discussions to extend and clarify understanding of complex texts.
9. Complete daily written responses that demonstrate their understanding of text structure, character development, and theme.
10. Summarize key ideas and events from both narrative and informational texts.

11. Describe and analyze character behavior and motivations using evidence from the text.
12. Interpret a character's perspective and how it shapes their actions and the story's outcome.
13. Create and contribute to anchor charts that capture shared learning about nonfiction and narrative text structures.
14. Provide clear reasons and supporting evidence for opinions and interpretations during discussions and in writing.
15. Integrate reading and writing skills to develop an informative Civil Rights research paper that reflects knowledge gained from Shared Reading and ELA instruction.
16. Apply the Vision of the Graduate by:
 - a. **Communication:** Students develop clear written and verbal expression through daily response tasks, discussions, and a culminating research project.
 - b. **Self-Efficacy:** Scaffolding across units builds student confidence as they independently analyze texts and complete complex writing tasks.
 - c. **Critical Thinking & Problem Solving:** Students synthesize information from multiple texts and analyze author's craft to draw conclusions and support arguments.
 - d. **Collaboration:** Partner discussions and co-created anchor charts foster shared learning and support the development of group-based problem-solving skills.
 - e. **Growth Mindset:** Daily practice with challenging texts and revision of thinking promotes persistence and belief in continuous improvement.
 - f. **Integrity:** Emphasis on using evidence, citing sources, and making thoughtful claims encourages academic honesty and responsibility.
 - g. **Innovation:** Comparing narrative and informational texts inspires students to see familiar ideas in new ways and express original insights.
 - h. **Emotional Intelligence:** Exploring character struggles and perspectives enhances empathy and the ability to understand and respond to emotions and historical events.

SUBJECT
Grade 5 Reading

MODULE 2:
Earth Science, Unlikely Alliances

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to read fluently with expression, how to think aloud about a text, how to organize story elements through charts and notes).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging and complex reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study:

Vocabulary

- Content rich words introduced prior to reading to support understanding
- Direct teaching of latin bases to be able to find word meaning

Decoding

- Teacher models flexible strategies such as syllable division

Sentence Structure

- Teacher models how to create complex sentences using different parts of speech

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Summarizing

- Encouraging students to summarize key points in their own words.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to respond to what they've read using evidence from the text to support their thinking.
- Providing a rubric with the criteria for written responses

Practicing Sentence Writing Skills

- Using graphic organizers to construct a super sentence based on a specific vocabulary word

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

SUBJECT

Grade 5 Reading

MODULE 2:

Earth Science, Unlikely Alliances

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

Bookworms Module 1:

- Text Connection (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Word Study Assessment (L5, L10, L15, L20, L25, L30, L35, L40)

IAB:

- Write and Revise- Information

Suggested IAB:

- Language and Vocabulary Use
- Read Information Text

District Assessments:

- i-Ready Reading Assessment
- DIBELS ORF Benchmark and Comp. Conversation
- OLSAT

Summative

Building Vocabulary:

- Unit 2 Quiz
- Unit 3 Quiz

ELA Module 2:

- Culminating Task for Module 2 (Informative Writing, Civil Rights Research Paper)

SUBJECT	
Grade 5 Reading	
MODULE 2:	
Earth Science, Unlikely Alliances	
Pacing & Resources	
<i>45 Days</i>	
Time Allotment: Mid November - January	
Unit 1 Earth Science	
Volcano: The Eruption and Healing of Mount St. Helens Lessons 1-5	Volcano: The Eruption and Healing of Mount St. Helens is a nonfiction text about volcanos and the shocking eruption of the Mount St. Helens volcano, as well as the effects of this tragic natural disaster. You will notice that we introduce many vocabulary words throughout the lessons for this text in order to prepare students for the content that they will encounter in the text; however, students are only assessed on the bolded vocabulary words. Although this book is paginated, not every page has a printed number. You may wish to write page numbers on some of the pages in advance to make your own navigation easier.
Oceans: All about waves, currents, the gravitational pull of the moon, and more! Lessons 6-10	This book is a nonfiction text about oceans. Students will get to dive deep into the exploration of oceans and the effects the ocean has on the world. Although the book is paginated, not every page has a printed number. You may wish to write page numbers on some of the pages in advance, starting with the page beginning “Earth is different.” This is page 5. We will refer to these pages throughout these lesson plans. You will notice that we introduce many vocabulary words throughout the lessons for this text in order to prepare students for the content that they will encounter in the text; however, students are only assessed on the bolded vocabulary words.
The Sun: All about solar flares, eclipses, sunspots, and more!	The Sun is a text about the star that is the center of the solar system. This nonfiction text includes many text features and images to better student understanding of the sun.

Lessons 11-15	We recommend numbering the pages, starting with the first page of running text. You may find that you are able to read chorally twice each day.
Unit 2 Unlikely Alliances	
The Westing Game Lessons 16-45	The Westing Game is a suspenseful narrative text about a group of strangers that come together over the death of Sam Westing. They work together to solve the mystery of Sam's death, and determine who gets to keep Sam's fortune. If time allows outside the lessons, consider showing the movie The Westing Game. You may wish to preview the following content to plan for how you will address the lessons with sensitivity: • Lesson 18: The word "hell" is used on page 12. On page 13, you will notice that the character J.J. Ford is described as "the first black, the first woman, to have been elected to a judgeship within the state." On page 15, you will notice that the word "crippled" is used for the first time in the text to describe the character, Chris Theodorakis. • Lesson 20: On page 24 in the text, you will notice that the terms "invalid" and "afflicted" are used for the first time in the text to describe Chris Theodorakis. His brother Theo also interjects at one point on this page to defend his brother by saying that he is "not retarded." On page 25 in the text, there is a scene that involves Grace Wexler being proud to shake J.J. Ford's (a Black woman's) hand due to her liberalism. On page 26 in the text, Judge Ford notices that Theo's Greek skin is darker than her "black" skin. • Lesson 22: On page 33, the character D. Denton Deere states that "he was a doctor, not a nursemaid" when he discovers that he is paired up with the character Chris Theodorakis, who is in a wheelchair. • Lessons 23–24: On page 43, the character Grace Wexler says that "it's so hard to tell ages of people of the Oriental persuasion." She also says that Mr. Hoo's wife is "quite lovely, you know, so doll-like and inscrutable." • Lesson 26: On page 61, Grace Wexler is telling her daughter Angela that she spoke with Mr. Hoo about catering the wedding shower and has "arranged for little Madame Hoo to serve in one of those slinky Chinese gowns."

- Lesson 31: In Chapter 15, we learn that it was rumored that Violet Westing committed suicide the night before her wedding because she didn't want to marry the man to whom she was engaged. Additionally, conversations about Violet's death are woven throughout the remainder of the text.
- Lesson 32: On page 94, Madame Hoo ends up serving in "the tight-fitting silk gown slit high up her thigh, a costume as old fashioned and impractical as bound feet." On page 97, the author shares Chris's thoughts about Judge Ford, reasoning that she couldn't be a suspect, "unless she's one of those Black Panthers in disguise."
- Lesson 34: On page 104, the term "Mongoloid" is used to describe Flora Baumbach's daughter, Rosalie, along with the word "retarded." On page 110, Flora Baumbach says that her daughter, Rosalie, "might have been an artist if things had turned out differently."
- Lesson 35: The word "hell" is used on page 114.
- Lesson 37: On page 125, Judge Ford shares that she used to live in the Westing house because her mother was a servant in the house and her father worked for the railroad and was the gardener on his days off. She then says that Violet Westing was not allowed to play with other children, "especially the skinny, long-legged, black daughter of the servants." Judge Ford also shares that Sam Westing insulted her often as a young girl when they played chess together. She also shares the last words he ever said to her: "Stupid child, you can't have a brain in that frizzy head to make a move like that."
- Lesson 38: On page 132, Mr. Hoo refers to his son as a "dumb jock."
- Lesson 39: On pages 140–141, Judge Ford enters the game room "as regally as an African Princess, her noble head swathed in a turban, her tall body draped in yards of handprinted cloth." Sandy responds to her outfit by saying, "Gee, that's a nifty outfit, Judge. Is that what you call ethnic?" Throughout Chapters 23–27, it is implied that Grace Wexler is drunk during the time spent in the Westing house after having consumed three bottles of wine with her husband.
- Lesson 45: On page 174, the text indicates that Grace Wexler recovers "from a world-record hangover." The text also says that the members of the Good Salvation Soup Kitchen were "sobered up" for Crow and Otis's wedding. On page 178, we learn that Madame Hoo is now called Sunny.

Word Study: *Building Vocabulary*
Time Allotment: Mid November - January

Unit	Topic	Time Allocation
2	Latin Bases • <i>scrib, script</i> = “write” • <i>dic, dict</i> = “say, speak, spell” • <i>pon, pos, posit</i> = “put, place” • <i>sed, sid, sess</i> = “sit, settle” • <i>cur, curs, cour, cours</i> = “run, go”	November - December
3	More Latin Bases • <i>rupt</i> = “break” • <i>leg, lig, lect</i> = “choose, read” • <i>duc, duct</i> = “lead” • <i>grad, gress</i> = “step, go” • <i>struct</i> = “build”	December - February

MODULE 3:

Hope and Perseverance, Physics

Connecticut Framework: The Common Core State Standards

RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read on-level text with purpose and understanding.

RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

SUBJECT Grade 5 Reading	
MODULE 3: Hope and Perseverance, Physics	
Unwrapped Performance Standards	
Concepts Need to know about:	
Genre/Author's Craft: • Narrative text structures • Nonfiction text structures • Historical Fiction structure and purpose	
Theme: • Character behavior • Character interaction • Character traits • Internal struggles and adversity • Character perspective	
Reader's Strategies: • Synthesize information • Organize new knowledge • Summarize • Make predictions/Infer • Written responses • Oral discussions • Anchor Charts	
Skills Need to be able to:	
• Explore historical fiction using a narrative text structure to support comprehension. • Focus on characters that overcome challenges. • Reinforce students' understanding of the structure and purpose of historical fiction. • Focus on both the historical information included in the text and the author's craft.	

- Reinforce nonfiction text structure and organization knowledge
- Use knowledge to support comprehension.
- Utilize table of contents, photographs, captions, and diagrams.
- Demonstrate that the same structures can be used to represent new information.
- Demonstrate and solidify their knowledge through completing written response tasks.
- Participate in oral discussions as a whole class and with partners.
- Complete daily written response tasks and collaboratively-built text structure anchor charts.
- Describe and analyze character behavior.
- Take the perspective of characters.
- Analyze author's craft.
- Make predictions.
- Summarize what they have read in each text.
- Provide relevant reasons and evidence to support their statements or opinions.

SUBJECT
Grade 5 Reading

MODULE 3:
Hope and Perseverance, Physics

Big Ideas
Student's statements of enduring ideas

1. Readers learn that understanding narrative and nonfiction text structures helps them comprehend and connect ideas in both historical fiction and informational texts.
2. Readers learn that characters can model perseverance and doing what's right, and that authors use craft to highlight challenges, choices, and themes across time.
3. Readers learn to express their understanding by using text evidence in both discussion and writing, especially when forming opinions and analyzing characters and topics.

Essential Questions
Teacher's guiding questions

1. How does understanding a text's structure help readers better comprehend historical fiction and nonfiction?
2. How do authors use characters and craft to show perseverance and doing what's right?
3. How can readers use text evidence to clearly express their opinions and understanding?

SUBJECT

Grade 5 Reading

MODULE 3:

Hope and Perseverance, Physics

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Use narrative text structure to support comprehension of historical fiction.
2. Analyze how characters in historical fiction overcome challenges and demonstrate perseverance.
3. Explain the structure and purpose of historical fiction texts.
4. Examine how historical facts and events are woven into fictional narratives.
5. Analyze the author's craft in historical fiction, including how language and structure convey meaning.
6. Reinforce their understanding of nonfiction text structures to support comprehension.
7. Identify and use nonfiction text features—such as tables of contents, captions, diagrams, and photographs—to gather information.
8. Recognize how familiar nonfiction structures can be used to present new or complex information.
9. Collaborate on text structure anchor charts to demonstrate understanding of both narrative and informational texts.
10. Make thoughtful predictions based on textual evidence.
11. Describe and analyze character behavior and motivation in historical fiction.
12. Take the perspective of a character to better understand actions and events.

13. Summarize key events and information from both fictional and nonfiction texts.
14. Participate meaningfully in whole-class and partner discussions to deepen understanding.
15. Respond in writing to demonstrate comprehension and analysis of texts.
16. Support opinions and interpretations with relevant reasons and evidence.
17. Integrate reading and writing skills to compose an opinion piece that reflects their understanding of the themes and content explored in Module 3.
18. Apply the Vision of the Graduate by:
 - a. **Communication:** Students strengthen their ability to express ideas clearly through structured written responses, discussions, and an opinion writing project.
 - b. **Self-Efficacy:** Analyzing characters who overcome adversity and completing a culminating writing task helps students build belief in their own capabilities.
 - c. **Critical Thinking & Problem Solving:** Students interpret author's craft, compare text features, and evaluate character choices using evidence and reasoning.
 - d. **Collaboration:** Partner work and shared anchor charts provide structured opportunities to learn and problem-solve together.
 - e. **Growth Mindset:** Exploring perseverance through historical fiction and practicing new skills daily encourages resilience and continuous improvement.
 - f. **Integrity:** The opinion writing task asks students to take a stand and support it with evidence, reinforcing thoughtful, honest expression.
 - g. **Innovation:** Using familiar nonfiction features to explore new science concepts encourages creative thinking and flexible application of knowledge.
 - h. **Emotional Intelligence:** Analyzing characters' challenges and perspectives in historical fiction builds empathy and emotional awareness.

SUBJECT
Grade 5 Reading

MODULE 3:
Hope and Perseverance, Physics

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

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- The teacher will demonstrate strategies and skills (e.g., how to read fluently with expression, how to think aloud about a text, how to organize story elements through charts and notes).

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- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging and complex reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study:

Vocabulary

- Content rich words introduced prior to reading to support understanding
- Direct teaching of parallel Latin and Greek bases to be able to find word meaning

Decoding

- Teacher models flexible strategies such as syllable division

Sentence Structure

- Teacher models how to create complex sentences using different parts of speech

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- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

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- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Summarizing

- Encouraging students to summarize key points in their own words.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

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- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to respond to what they've read using evidence from the text to support their thinking.
- Providing a rubric with the criteria for written responses

Practicing Sentence Writing Skills

- Using graphic organizers to construct a super sentence based on a specific vocabulary word

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
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- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

MODULE 3:

Hope and Perseverance, Physics

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

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Bookworms Module 1:

- Text Connection (L5, L10, L15, L20, L25, L30, L35)
- Word Study Assessment (L5, L10, L15, L20, L25, L30, L35)

IAB:

- Listen and Interpret (assured assessment)

Suggested IAB:

- Research: Use Evidence
- Revision

Summative

Building Vocabulary:

- Unit 4 Quiz

ELA Module 3:

- Culminating Task for Module 3 (Opinion Writing: Doing What's Right)

SUBJECT	
Grade 5 Reading	
MODULE 3:	
Hope and Perseverance, Physics	
Pacing & Resources	
26 Days	
Time Allotment: February - Mid March	
Unit 1: Hope and Perseverance	
Bud, Not Buddy Lessons 1-20	Bud, Not Buddy is a historical fiction piece taking place during the Great Depression. A ten-year-old Black boy deals with many troubles as he tries to find his father in this emotional text. This is the story of a ten-year-old orphan named Bud, growing up in Flint, Michigan during the Great Depression of the 1930s. There are instances of discrimination and dated examples of children being “punished” in the story. For example, there are adults who threaten to “whip” or “beat” Bud with a belt and his foster parents lock him in a shed where there are hornets and bats for the night. We recommend planning ahead to address moments like these as they appear in the text, reminding students that this behavior is not acceptable and is reflective of the time period (even though it shouldn’t have been acceptable then, either). This story includes descriptions of the horrors of the Great Depression and allows students to witness a snapshot of what life was like for Black people in Michigan during the Depression in the 1930s in a work of historical fiction. The words “Negro” and “colored” are used at various points throughout the book. “Negro” was a term used prior to the term “Black” which we use today, and “colored” was a general term used during that time period by both Black and White people, in the same way that today we use the terms “Black” or “Person of Color.” For each day these terms are used in the text, we provide a Planning Note to call attention to their use in the chapter, as well as, other events and instances of prejudice and segregation from within that time period that are described. We recommend planning ahead to decide how you would like to address and discuss these moments. Many chapters in this text describe the negative experiences Bud faces in foster care. Foster homes may be a part of the experience of some students, so it is useful to think ahead about

	what to say if they share that. Remind students that Bud's foster care experience is upsetting, but not all experiences are like this and foster care can be a positive, caring, safe place for kids. You may wish to preview the following content to plan for how you will address the lessons with sensitivity: • Lesson 1: Chapter 1 emphasizes Bud's fear of foster homes. • Lesson 2: Chapter 2 discusses upsetting events in Bud's foster home. • Lesson 3: Chapter 3 continues to discuss the scene where bud is locked in a shed. • Lesson 5: Chapter 6–7 includes a scene where an adult hits Bud. • Lesson 6: Chapter 8 discusses homelessness. • Lesson 7: On page 76, Deza tells Bud that the song "Shenandoah" is about "an Indian man and woman who can't see each other for seven years. But in all that time they still stay in love no matter what happens." • Lesson 9: On page 98, Bud says that he knew the man with the hat had to be a soldier because all of the cops he has ever seen were White. On page 105, the word "Negro" is used. • Lesson 11: On pages 124–125, Bud talks a little more about his mother's death. • Lesson 12: On page 143, Lefty Lewis says, "Son, there just aren't many places a young Negro boy should be traveling by himself, especially not clear across Michigan, there're folks in this state that make your average Ku Kluxer look like John Brown." • Lesson 15: On pages 180–181, the author shares Bud's thoughts about past trips to the pool at the YMCA. He remembers the White lifeguard telling him and the rest of the children from the Home that they have had problems at the YMCA with "you people urinating in the pool." • Lesson 17: On pages 205–206, there is a discussion about why there is always a White man in the band. The word "Negro" is also used twice. On page 206, the name of one of the clubs where the band plays is "The Laughing Jackass." • Lesson 18: On page 215, Bud describes his mother's death again, but this time to Miss Thomas and Mr. Jimmy. On page 222, the word "Negro" is used.
Unit 2: Physics	
How Does a Waterfall Become Electricity? Lessons 21-26	How Does a Waterfall Become Electricity? explains the steps to turn water into electricity through facts, captions, and photographs. This text is informative with a strong nonfiction text structure

	and a variety of nonfiction text features. Students will collaborate to list important information from each chapter.
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Word Study: <i>Building Vocabulary</i> Time Allotment: February - Mid April		
Unit	Topic	Time Allocation
4	Parallel Latin/Greek Bases • Latin Base <i>aqua</i> and Greek Base <i>hydr(o)</i> = “water” • Latin Base <i>dent</i> and Greek Base <i>odont</i> = “tooth, teeth” • Latin Base <i>ped</i> and Greek Base <i>pod</i> = “foot, feet” • Latin Base <i>temp</i>, <i>tempor</i> and Greek Base <i>chron(o)</i> = “time” • Latin Base <i>sol</i> and Greek Base <i>mon(o)</i> = “alone, only, one”	February - Mid April

MODULE 4:

Demonstrating Courage

Connecticut Framework: The Common Core State Standards

RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read on-level text with purpose and understanding.

RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

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

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

SUBJECT
Grade 5 Reading

MODULE 4:
Demonstrating Courage

Unwrapped Performance Standards

Concepts:
Need to know about:

Genre/Author's Craft:

- Narrative text structures
- Historical Fiction structure and purpose

Theme:

- Character behavior
- Character perspective
- Common themes across multiple texts

Reader's Strategies:

- Summarize
- Make predictions/Infer
- Written responses
- Oral discussions
- Anchor Charts

Skills

Need to be able to:

- Revisit the narrative text structure
- Demonstrate that the same theme can be expressed across multiple texts with different topics, allowing students to investigate how the theme is emphasized in each text
- Demonstrate and solidify their knowledge through completing written response tasks
- Provide relevant reasons and evidence to support their statements or opinions
- Participate in oral discussions as a whole class and with partners
- Describe and analyze character behavior
- Take the perspective of characters
- Analyze author's craft

- Make predictions
- Summarize what they have read in each text
- Combine the knowledge and skills gained throughout Modules 1–4 of both Shared Reading and ELA
- Share their thoughts and understandings in writing

SUBJECT
Grade 5 Reading

MODULE 4:
Demonstrating Courage

Big Ideas
Student's statements of enduring ideas

1. Readers learn that brave characters in both historical and realistic fiction can help us understand how courage is demonstrated in different ways.
2. Readers learn that the same theme (such as courage) can be expressed across multiple texts with different characters, settings, and topics.
3. Readers learn to support their thinking with text evidence when analyzing characters, author's craft, and theme in both discussion and writing.

Essential Questions
Teacher's guiding questions

1. How do authors develop characters who demonstrate courage in different ways?
2. What makes a theme like courage universal across different stories and genres?
3. How can readers express their thinking clearly, using evidence from the text?

SUBJECT
Grade 5 Reading

MODULE 4:
Demonstrating Courage

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Analyze narrative text structure to support their comprehension of historical and realistic fiction.
2. Identify and explain how a common theme, such as courage, is emphasized across multiple texts with different topics.
3. Describe and analyze character behavior and how it reflects the theme of courage.
4. Take the perspective of characters to deepen their understanding of motivations and choices.
5. Analyze how the author's craft—such as word choice, tone, and structure—conveys meaning and supports the theme.
6. Make logical predictions based on character actions and plot events.
7. Summarize key ideas and events from each text they read.
8. Participate in partner and whole-class discussions to extend and support their thinking.
9. Support their interpretations and opinions with relevant reasons and evidence from the text.
10. Complete written responses that demonstrate comprehension, analysis, and interpretation of texts.
11. Collaborate on text structure anchor charts to reinforce understanding of narrative form.
12. Share their thoughts and understandings in writing with clarity and purpose.
13. Synthesize knowledge and skills from Modules 1–4 to complete final narrative and opinion writing tasks that demonstrate growth as readers and writers.

14. Apply the Vision of the Graduate by:

- a. **Communication:** Through written opinion and narrative tasks, students clearly express their ideas, perspectives, and text-based analyses to various audiences.
- b. **Self-Efficacy:** Studying courageous characters and completing capstone writing projects helps students build confidence in their voice and abilities.
- c. **Critical Thinking & Problem Solving:** Students analyze how a common theme appears across different genres, evaluating character actions and author's craft with evidence.
- d. **Collaboration:** Partner discussions and shared anchor charts foster teamwork, active listening, and the exchange of ideas.
- e. **Growth Mindset:** Revisiting text structures and practicing multiple writing formats encourages persistence, revision, and the belief in progress over time.
- f. **Integrity:** Students support their ideas with evidence and reflect on character choices, reinforcing honesty, responsibility, and ethical thinking.
- g. **Innovation:** Exploring how one theme can be presented through varied stories encourages flexible thinking and creative expression in writing.
- h. **Emotional Intelligence:** Taking the perspective of characters who demonstrate courage builds empathy and deepens students' understanding of human emotions and experiences.

SUBJECT
Grade 5 Reading

MODULE 4:
Demonstrating Courage

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to read fluently with expression, how to think aloud about a text, how to organize story elements through charts and notes).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging and complex reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study:

Vocabulary

- Content rich words introduced prior to reading to support understanding
- Direct teaching of suffixes to be able to find word meaning

Decoding

- Teacher models flexible strategies such as syllable division

Sentence Structure

- Teacher models how to create complex sentences using different parts of speech

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Summarizing

- Encouraging students to summarize key points in their own words.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to respond to what they've read using evidence from the text to support their thinking.
- Providing a rubric with the criteria for written responses

Practicing Sentence Writing Skills

- Using graphic organizers to construct a super sentence based on a specific vocabulary word

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

MODULE 4:**Demonstrating Courage****Assessments/Common Learning Experiences**

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

Bookworms Module 1:

- Text Connection (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Word Study Assessment (L5, L10, L15, L20, L25, L30, L35, L40, L45)

Suggested IAB:

- Research: Use Evidence
- Revision

District:

- Smarter Balanced
- i-Ready Reading Assessment
- DIBELS ORF Benchmark and Comp. Conversation

Summative

Building Vocabulary:

- Unit 5 Quiz
- Post-test

ELA Module 4:

- Culminating Task for Module 4 (Opinion Writing: Book Advertisement and Narrative Writing: Reading and Writing Identity)

SUBJECT Grade 5 Reading	
MODULE 4: Demonstrating Courage	
Pacing & Resources <i>45 Days</i> Time Allotment: Mid March - June	
Unit 1 Demonstrating Courage	
The Mostly True Adventures of Homer P. Figg Lessons 1-30	The Mostly True Adventures of Homer P. Figg is a text about a young boy in search of his brother who is a part of the Union Army. Homer has to outsmart people along the way to have the best chance at finding his brother in time. This story is set during the Civil War when slavery was still legal. Words like “Negroes,” “colored,” and “darkey” are used at various points throughout the book. For each lesson terms like these are used in the text, we provide a planning note to call attention to their use in the chapter, along with other instances of prejudice and injustice. You will find that there are also various instances involving alcoholism, death, violence, and dated behaviors from the time period described in the text. We recommend planning ahead to decide how you would like to address and discuss these moments throughout the text with your students. You may wish to preview the following content to plan for how you will address the lessons with sensitivity: • Lesson 1: The word “Negroes” is used on page 3. The word “lynched” is used on page 6. Henry thinks that Squinton Leach is coming back with a crew of men to lynch him and his brother, though that is not what happens. • Lesson 5: Smelt and Stink refer to the man whom they have captured as a “darky man” throughout this chapter. • Lesson 7: In Chapters 10 and 11, the terms “darky” and “colored” are used. • Lesson 8: On pages 63 and 64, Homer remembers how his brother would tell him stories about “pirates and Indians.” On pages 64 and 65, the words “darky” and “darkies” are used again. • Lesson 10: On page 72, Homer dreams about a story his mother told him and his brother about an “Indian scout.” On page 73, Mr. Brewster tells Homer that “getting beat

	by a colored man is so humiliating Smelt and Stink will never bother us again, and there are still wagonloads of fugitives who need help.” • Lesson 15: The title of Chapter 21 is “Boiled by Indians.” Cannibals are mentioned briefly in Chapter 21 as well. • Lesson 16: On page 117, Homer notices that there are “Folks of all colors, white and black and mixed, and a bunch that look like the Chinese Indians....” Additionally, on page 121, Homer again refers to the Chinese people who gave him a bath as “Indians.” • Lesson 18: On page 134, Homer describes a fair he went to with his brother that had “a special tent where women danced in their underclothes and showed their bare ankles.” He also calls it the “dancing-girls tent.” On pages 134–135, Homer describes many instances of men drinking alcohol and getting drunk. He also has a conversation with Professor Fleabottom about men getting drunk. • Lesson 25: On page 166, General Jeb says that Homer might be a “midget spy.” The term “midget” is used multiple times in Chapter 30. • Lessons 26 and 30: Chapters 32 and 35 includes graphic descriptions of war. You will see that Lessons 4, 9, 14, 19, 24 and 29 for this book are “bump days,” built in to give you and your students time to dig more deeply into this text. Consider previewing all lessons and the book well in advance, to determine the most effective ways for using the time during these “bump day” lessons.
Half and Half Lessons 31-45	Half and Half is a fictional story about an eleven year old girl struggling with her identity. She is half Chinese and half Scottish. She faces challenges with her background and experiences. You will notice that the Lexile level of this book is lower than the other books within this module and unit. This is intentional. We want students to be able to explore the content, themes, and messages within this novel without the additional cognitive demands of advanced sentence structures and vocabulary. This book features a young girl named Fiona who has a mother who is Scottish and a father who is Chinese. She is grappling with feelings of confusion about who she really is. Throughout the book, you will encounter many realistic examples of experiences involving discrimination that can occur due to differences in race. You will find that the author captures and addresses these experiences and provides an authentic literary experience that allows readers to relate to and develop a deeper understanding of the main character, Fiona, as she navigates her racial

	identity. You will see that we have built in comprehension stops and discussion questions to call attention to many of these examples of experiences involving race, racism, and discrimination to allow for a safe space to enter into discussion and thinking around race-related thoughts and ideas. You might wish to preview these components of the lessons to see how we have planned for discussions, so you can determine if it is addressed in a way you feel is appropriate for you and your class. There are many Chinese and Scottish names and terms in this book. It will communicate respect to the languages and cultures represented in the text if you take the time to practice the pronunciations. We have provided pronunciation guides in planning notes and teaching tips for many of these words and names. You may find it helpful to preview the text well enough in advance to be comfortable pronouncing them and helping your students pronounce them. You will notice that we provide links throughout the lessons to supplement learning and offer additional comprehension support, though they are not required. While we do our best to provide valid links for these supplemental supports, they are not owned by us and can change at any time. If that happens, you might try doing an internet search to see if there is an appropriate substitute you would like to use instead. Consider highlighting the geographic areas mentioned on a map or globe.
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Word Study: <i>Building Vocabulary</i> Time Allotment: Mid April - May		
Unit	Topic	Time Allocation
5	Suffixes • Suffix <i>-ate</i> = “to make or do” and <i>-ation</i> = “the result or act of doing” • Greek suffixes <i>-phobia</i> = “fear of” and <i>-phobe</i> = “one who fears” • Greek suffixes <i>-cracy</i> “rule by” and <i>-crat</i> = “ruler, one who believes in rule by”	Mid April - May

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