



Ganado Unified School District (ELA/5th Grade)

PACING Guide SY 2022-2023

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| 1st Quarter Jul-Oct Unit 1 Theme: Journeys “How do journeys change us?” | | | | |
| Unit 1 -1 Qtr. 1 Week 1-5 | <p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</p> <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and</p> | What motivates people to leave a place they call home? | I will be able to: *learn more about informational texts by analyzing text features. *recognize characteristics and structures of informational text, including the central idea with the supporting evidence. *read text with purpose and understanding. *determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *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 other’ ideas and expressing their own clarity. *generate questions about text before, during, and after reading to deepen understanding and gain information. | Academic Language: <ul style="list-style-type: none"> ○ generate related words ○ Content Language: <ul style="list-style-type: none"> ○ citizens ○ immigration ○ opportunity ○ processing ○ admitted |

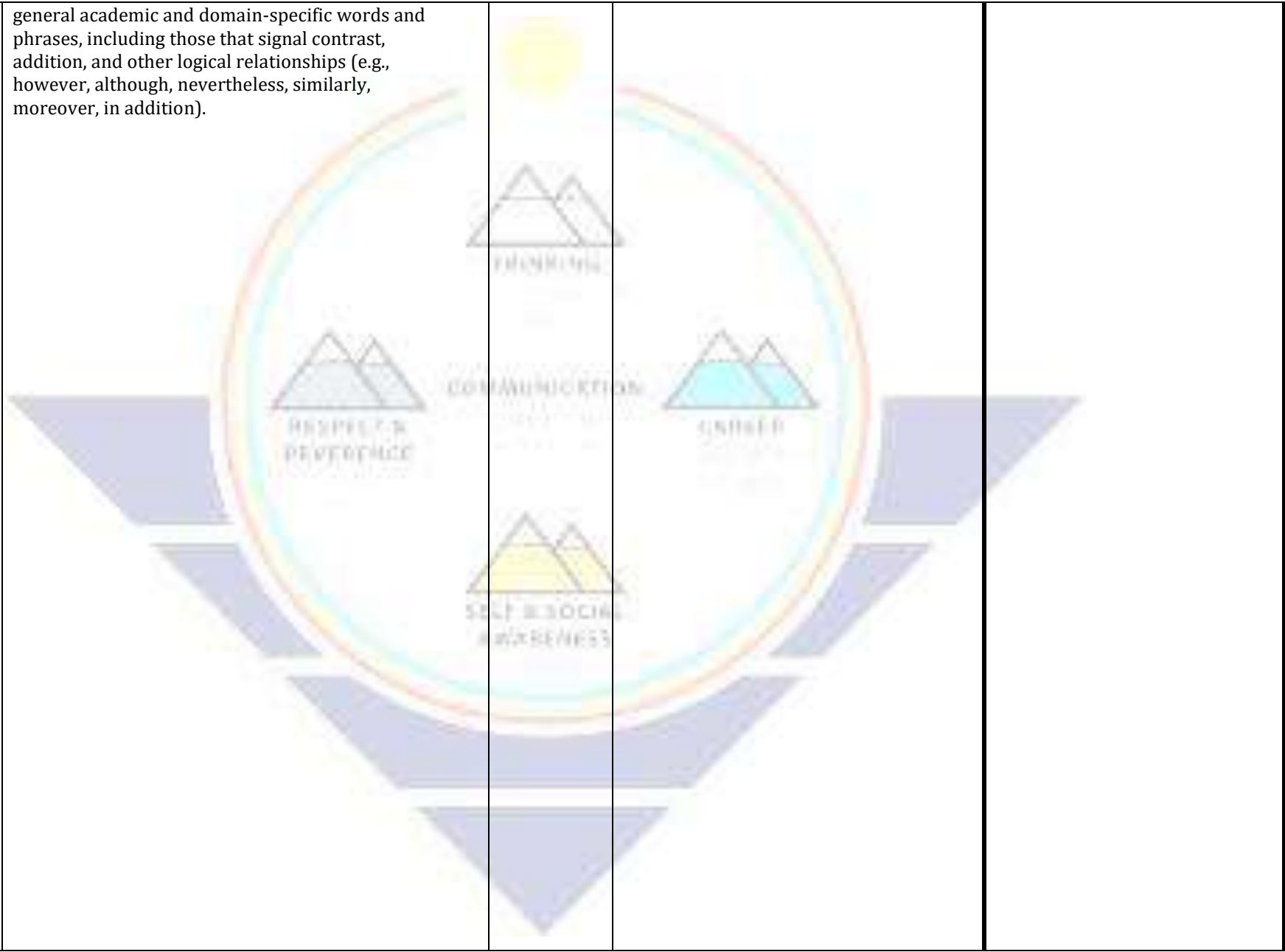
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| <p>quantitative measures appropriate to grade 5.</p> <p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.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.</p> <p>5.RI.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.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.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.</p> <p>5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RF.3.a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>5.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>5.RF.3.c Use combined knowledge of morphology to read grade level words accurately.</p> <p>5.RF.3.d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> <p>5.RF.4.a Read grade-level text with purpose and understanding.</p> |  | <ul style="list-style-type: none"> *make connections to personal experiences, ideas in other texts, and society. * use text evidence to support an appropriate response. *determine the meaning of general academic and domain-specific word and phrases. *analyze the author’s use of print and graphic features to achieve specific purposes. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. * explain the author’s purpose and message within a text. *analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments. *describe personal connections to a variety of sources, including self-selected texts. *discuss specific ideas in the text that are important to the meaning. * develop knowledge about language to make connections between reading and writing. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. *decode words using advanced knowledge of the influence of prefixes and suffixes on base words. *compare and contrast the overall structure (e.g. chronology, comparison, | |
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| | <p>5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>5.W.1.b Provide logically ordered reasons that are supported by facts and details.</p> <p>5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>5.W.3.b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.W.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 1-3 above.</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p> |  | <p>cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text.</p> <p>* compose informational text, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>* spell words using knowledge of suffixes, including how they can change to base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>*edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>*compose literacy texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>*plan, revise, edit, and rewrite a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping; try a new approach as needed.</p> | |
| <p>Unit 1-2 Qtr 1Week 2</p> | <p>5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.W.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 1-3 above.</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p> | <p>What can scientists discover by traveling to distant places?</p> | <p>I will be able to:</p> <p>*learn more about informational texts by analyzing text features.</p> <p>*read text with purpose and understanding.</p> <p>*recognize characteristics and structures of informational text.</p> <p>*generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>*make connections to personal experiences, ideas in other texts, and society.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ identify synonyms and antonyms <p>Content Language:</p> <ul style="list-style-type: none"> ○ astrobiologists, ○ microbes ○ colony ○ sensors ○ radiation ○ rovers |

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| <p>new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</p> <p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> <p>5.W.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.</p> <p>5.W.9.a Apply grade 5 Reading standards to literature.</p> <p>5.W.9.b Apply grade 5 Reading standards to informational texts.</p> <p>5.W.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.</p> <p>5.WF.1.a Read and write cursive letters, upper and lower case.</p> <p>5.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5.SL.1.d Review the key ideas expressed and draw</p> |  | <ul style="list-style-type: none"> *make inferences and use evidence to support understanding. *recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding. *analyze the author’s use of print and graphic features to achieve specific purposes. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *use text evidence to support an appropriate response. *respond using newly acquired vocabulary as appropriate response. *determine or clarify the meaning of unknown multiple-meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *analyze the author’s use of print and graphic features to achieve specific purposes. *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. *compose informational texts, including brief compositions that convey information about a topic using a clear central idea and genre characteristics and craft. *develop knowledge about language to make connections between reading and writing. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. | |
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| <p>conclusions based on information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.L.4.a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.L.4.b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5.L.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.</p> <p>5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>5.L.6 Acquire and use accurately grade-appropriate</p> |  | <p>*use the relationship between particular words to better understand each of the words.</p> <p>*identify the meaning of and use words affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.</p> <p>*demonstrate and apply spelling knowledge.</p> <p>*edit drafts using standard English conventions.</p> <p>*develop an engaging idea reflecting depth of thought with specific facts and details.</p> <p>*write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audience.</p> <p>*use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>*use narrative techniques, such as dialogues, description, and pacing.</p> <p>*use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>*orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence</p> <p>*listen actively to verbal messages, observe, nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>*use narrative techniques, such as dialogues, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> | |
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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).



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| <p>Unit 1-3 Qtr 1Week 3</p> | | <p>What can people learn from visiting unknown lands?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *learn more about the theme <i>Journeys</i> by analyzing point of view in historical fiction. *use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. *recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. *establish purpose for reading assigned and self-selected texts. *read and comprehend a literacy text and analyze how multimedia elements add to meaning or beauty of the text. *generate questions about text before, during, and after reading to deepen understanding and gain information. *make connections to personal experiences, ideas in other texts, and society. *identify and understand the use of literacy devices, including first- or third-person point of view. *use text evidence to support an appropriate response. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. *analyze the relationships of and conflicts among the characters. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ use context clues to define words <p>Content Language:</p> <ul style="list-style-type: none"> ○ tide ○ course ○ leagues ○ fathoms ○ jaunts |
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| | | | <ul style="list-style-type: none"> *determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *write responses that demonstrate understanding of texts, including comparing and contrasting ideas across variety of sources. *introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. *develop knowledge about language to make connections between reading and writing. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *decode multisyllabic words with closed syllables, open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. *examine how the author’s use of language contributes to voice. *compose literacy texts such as personal narratives, fiction, and poetry, using genre characteristics and craft. *spell multisyllabic words with closed syllables, open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. *edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb | |
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| | |  | <p>agreement and avoidance of splices, run-ons, and fragments.</p> <p>*edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis.</p> <p>*orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfold naturally.</p> <p>*use variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>*develop drafts into a focused, structured, and coherent pieces of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>*provide a conclusion that follows from the narrated experiences or events.</p> | |
| <p>Unit 1-4 Qtr 1Week 4</p> | | <p>What inspires people to start a journey?</p> | <p>I will be able to:</p> <p>*learn more about the theme <i>Journeys</i> by analyzing language in poetry.</p> <p>*recognize and analyze genre-specific characteristics, structures, and purposes.</p> <p>*read grade-level poetry orally with accuracy, appropriate rate, and expression, rereading as necessary to self-correct.</p> <p>* establish purpose for reading assigned and self-selected texts.</p> <p>*generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>*make connections to personal experiences, ideas in other texts, and society.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ recognize figurative language <p>Content Language:</p> <ul style="list-style-type: none"> ○ peering ○ via ○ traversed ○ girth ○ intersecting |

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| | | <ul style="list-style-type: none"> *explain the use of sound devices and figurative language, and distinguish between the poet and the speaker in poems across a variety of poetic forms. *create mental images to deepen understanding. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. *analyze how the speaker in a poem reflects upon a topic. *write responses that demonstrate understanding of texts, including recognizing the themes of a variety of texts. *recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex, traditional, contemporary, classical, and diverse texts. *determine the meaning of words and phrases as they are used in a text, including figurative language. *compose argumentative texts, including opinion essays, using genre characteristics and craft. *compare and contrast the varieties of English used in stories, dramas, or poems. *describe how the author's use of imagery, literal, and figurative language such as simile and metaphor, and sound devices achieves specific purposes. *determine or clarify the meaning of unknown multiple-meaning words and phrases based | |
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| | | <p>on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> *explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. *write a response to compare and contrast ideas across a variety of sources. *use text evidence to support an appropriate response. *develop knowledge about language to make connections between reading and writing. *respond using newly acquired vocabulary as appropriate. *decode words using advanced knowledge of the influence of prefixes and suffixes on base words. *identify and read high-frequency words from a research-based list. *describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes. *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. *Spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. *edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms. *edit drafts using standard English conventions, including conjunctive adverbs. | |
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| | |  | <p>*edit drafts using standard English conventions, including pronouns, including indefinite.</p> <p>*revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> | |
| <p>Unit 1-5 Qtr 1 Week 5</p> |  | <p>How can new places change the way a person sees the world?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *learn more about informational texts and analyze text structure. * establish purpose for reading assigned and self-selected texts. *recognize characteristics and structures of informational text. *generate questions about text before, during, and after reading to deepen understanding and gain information. *make and confirm predictions using text features, elements, and structures. *make connections to personal experiences, ideas in other texts, and society. *make, correct, or confirm predictions using text features, characteristics of genre, and structures. *recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance. *using context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. determine the meaning of general academic and domain-specific words and phrases. *synthesize information to create new understanding. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ understand how parts of speech affect usage <p>Content Language:</p> <ul style="list-style-type: none"> ○ inspired ○ express ○ exhibit ○ imitated ○ compositions |


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| | | <ul style="list-style-type: none"> *retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *determine the meaning of general academic and domain-specific words and phrases. *respond using newly acquired vocabulary as appropriate. *describe how the author’s use of imagery, literal, and figurative language such as simile and metaphor, and sound devices achieves specific purposes. *decode multisyllabic words with closed syllables, open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. *spell grade-appropriate words correctly, consulting references as needed. *compose informational texts, including brief compositions that convey information about a topic using a clear central idea and genre characteristics and craft. *spell multisyllabic words with closed syllables, open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. *Spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. *revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. *edit drafts using standard English conventions, including complete, simple, and compound sentences with subject-verb | |
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| | | | agreement and avoidance of splices, run-ons, and fragments. *publish written work for appropriate audiences. *compose literary texts such as personal narratives, fiction, and poetry, using genre characteristics and craft. | |
| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
| Unit 2 Big Idea: Unit 2 Theme: Observations “How do we learn through our observations?” | | | | |
| Unit 2-1 Qtr 1 Week 7 | <p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a 5.L.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).are described.</p> <p>5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or</p> | Why do scientists explore and study oceans? | <p>I will be able to:</p> <p>*learn about informational text by analyzing an author’s purpose</p> <p>*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 other’s ideas and expressing their own clearly.</p> <p>*read text with purpose and understanding.</p> <p>*recognize characteristics and structure of information text.</p> <p>*generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>*make connections to personal experiences, ideas in other texts, and society.</p> <p>*explain the author’s purpose and message within a text.</p> <p>*connect grade-level appropriate science concepts with the history of science, science careers, and contributions.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ generate related words <p>Content Language:</p> <ul style="list-style-type: none"> ○ marine ○ ecosystem ○ flying bridge ○ chlorophyll ○ nautical |

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| <p>concepts in a historical, scientific, or technical text, based on specific information in the text.</p> <p>5.RI.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.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.RI.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.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RF.3.a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>5.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>5.RF.3.c Use combined knowledge of morphology to read grade level words accurately.</p> <p>5.RF.4.a Read grade-level text with purpose and understanding.</p> <p>5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as</p> |  | <ul style="list-style-type: none"> *evaluate details read to determine key ideas. *analyze the author’s use of print and graphic features to achieve specific purposes. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars, to support understanding. *determine or clarify the meaning of general academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *respond using newly acquired vocabulary as appropriate. *use text evidence to support an appropriate response. *engage in collaborative discussions, staying on topic and building on others’ ideas. *review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. *develop knowledge about language to make connections between reading and writing. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. *decode multisyllabic words with closed syllables; open syllables; VCe syllables; | |
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| | <p>necessary.</p> <p>5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</p> | | <p>vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>*spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>*edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>*compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>*plan, revise, edit, and rewrite a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping; try a new approach as needed.</p> <p>*produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | |
| <p>Unit 2-2 Qtr 1Week 8</p> | <p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and</p> | <p>What can people do to protect species from a changing environment?</p> | <p>I will be able to:</p> <p>*learn about informational text by analyzing text structure.</p> <p>*read text with purpose and understanding.</p> <p>*recognize characteristics and structure of information text.</p> <p>*generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>*make connections to personal experiences, ideas in other texts, and society.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ identify synonyms and antonyms <p>Content Language:</p> <ul style="list-style-type: none"> ○ comeback ○ native ○ migrating restore ○ fungus |

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| | <p>digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9.a Apply grade 5 Reading standards to literature.</p> <p>5.W.9.b Apply grade 5 Reading standards to informational texts.</p> <p>5.W.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.</p> <p>5.WF.1.a Read and write cursive letters, upper and lower case.</p> <p>5.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p> <p>5.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5.SL.1.d Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to</p> |  | <p>*monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>*recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.</p> <p>*use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>*synthesize information to create new understanding.</p> <p>*determine or clarify the meaning of general academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>*recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>*explain the author’s purpose and message within a text.</p> <p>*analyze how the use of text structure contributes to the author’s purpose.</p> <p>*monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>*write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>*use text evidence to support an appropriate response.</p> | |
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| <p>support main ideas or themes; speak clearly at an understandable pace.</p> <p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p>5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.L.1.d Recognize and correct inappropriate shifts in verb tense.</p> <p>5.L.2.a Use punctuation to separate items in a series.</p> <p>5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>5.L.4.b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5.L.4.c Consult reference material (e.g., dictionaries, glossaries, thesauruses), both print and</p> |  | <p>*interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>*compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>*use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>*use the relationship between particular words to better understand each of the words.</p> <p>*decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.</p> <p>*compose augmentative texts, including opinions essays, using genre characteristics and craft.</p> <p>*spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>*use verb tense to convey various times, sequences, states, and conditions.</p> <p>*edit drafts using standard English conventions.</p> <p>*develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>*use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | |
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| | <p>digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> |  | <p>*analyze the author’s use of print and graphic features to achieve specific purposes.</p> | |
| <p>Unit 2-3 Qtr 1 Week 9</p> | <p>5.L.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).</p> | <p>How can careful observation help a person survive?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *learn more about the theme <i>Observations</i> by understanding point of view in realistic fiction. *use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. *recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary text. *establish purpose for reading assigned and self-selected texts. *generate questions about text before, during, and after reading to deepen understanding and gain information. *make connections to personal experiences, ideas in other texts, and society. *identify and understand the use of literary devices, including first- or third- person point of view. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *identify and understand the use of literary devices, including first- and third-person point of view. *use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ use context clues to define words <p>Content Language:</p> <ul style="list-style-type: none"> ○ gingerly ○ ignite ○ sputtered ○ painstaking ○ gratified |

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| | | <ul style="list-style-type: none"> *respond using newly acquired vocabulary as appropriate. *recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse text. *apply grade 5 Reading standards to literature. *retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *develop knowledge about language to make connections between reading and writing. *decode multisyllabic words with r-controlled syllables. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. *examine how the author’s use of language contributes to voice. *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. *spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. *use verb tense to convey various times, sequences, states, and conditions. *edit drafts using standard English conventions. *develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details. | |
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| | |  | *compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. | |
| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
| 2nd Quarter Oct-Dec Big Idea: <i>Observations</i> “How do we learn through our observations?” | | | | |
| Unit 2-4 Qtr2 Week 1 |  | What can we learn from studying animals in their natural habitats? | I will be able to: *learn more about informational texts and explain ideas. *read text with purpose and understanding. *recognize characteristics and structures of informational texts. *generate questions about text before, during, and after reading to deepen understanding and gain information. *make, correct, or confirm predictions using text features, characteristics of genre, and structures. *determine the meaning of general academic and domain-specific words and phrases. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. *make inference and use evidence to support understanding. *use text evidence to support an appropriate response. *retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *explain the author’s purpose and message within a text. | Academic Language: <ul style="list-style-type: none"> ○ recognize figurative language Content Language: <ul style="list-style-type: none"> ○ transmitter ○ iconic ○ nocturnal ○ burrows ○ fragmented |

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| | | <ul style="list-style-type: none"> *synthesize information to create new understanding. *compose argumentative texts, including opinion essays, using genre characteristics and craft. *develop knowledge about language to make connections between reading and writing. *respond using newly acquired vocabulary as appropriate. *decode words using advanced knowledge of the influence of prefixes and suffixes on base words. *identify and read high-frequency words from a research-based list. *compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. *spell words using knowledge of prefixes. *form and use the perfect verb tenses. *use verb tense to convey various times, sequences, states, and conditions. *edit draft using standard English conventions. *use precise language and domain-specific vocabulary to inform about or explain the topic. *recognize and correct inappropriate shifts in verb tenses. *edit drafts using standard English conventions, including conjunctive adverbs. *edit draft using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. *edit drafts using standard English conventions, including prepositions and | |
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| | | | prepositional phrases and their influence on subject-verb agreement. | |
| Unit 2-5 |  | What are some different ways in which person can observe and protect wildlife? | I will be able to: *learn more about the theme <i>Observations</i> by analyzing argumentative texts. *make connections to personal experiences, ideas in other texts, and society. *synthesize information to create new understanding. *recognize characteristics and structure of argumentative text by identifying the claim. *generate questions about text before, during, and after reading to deepen understanding and gain information. *recognize characteristics and structures of argumentative text. *recognize characteristics and structures of argumentative text by identifying the intended audience or reader. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument. *write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *respond using newly acquired vocabulary as appropriate. *apply grade 5 reading standards to informational texts. *give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and | Academic Language: <ul style="list-style-type: none"> ○ understand how parts of speech affect usage Content Language: <ul style="list-style-type: none"> ○ sanctuaries ○ diminished ○ thrive ○ unfettered ○ cooperate |

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| | | <p>conventions of language to communicate ideas effectively.</p> <ul style="list-style-type: none"> *discuss specific ideas in the text that are important to the meaning. *develop knowledge about language to make connections between reading and writing. *decode words using advanced knowledge of the influence of prefixes and suffixes on base words. *identify and understand the use of literary devices including first- or third-person point of view. *compose argumentative texts, including opinion essays, using genre characteristics and craft. *spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. *edit drafts using standard English conventions. *edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics, and underlining for titles and emphasis. *use punctuation to separate items in a series. *edit drafts using standard English conventions, including capitalization of abbreviations, initials, acronyms, and organizations. *write legibly in cursive. *publish written work for appropriate audiences. *compose informational texts, including brief compositions that convey information | |
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| | | | about a topic, using a clear central idea and genre characteristics and craft. | |
| Unit 3 Big Idea: Reflections “How do the experiences of others reflect our own?” | | | | |
| Unit 3-1 Qtr2 Week 4 | <p>5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.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.</p> <p>5.RI.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.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | What can we learn from the experiences of older generations? | <p>I will be able to:</p> <ul style="list-style-type: none"> *learn more about realistic fiction and analyzing characters. *recognize and analyze genre-characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. *demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales. *read text with purpose and understanding. *generate questions about text before, during, and after reading to deepen understanding and gain information. *make connections to personal experiences, ideas in other texts, and society. *analyze the relationships of and conflicts among the characters. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *use text evidence to support an appropriate response. *respond using newly acquired vocabulary as appropriate. *infer multiple themes within a text using text evidence. *explain the author’s purpose and message within a text. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ generate related words <p>Content Language</p> <ul style="list-style-type: none"> ○ enthusiasm ○ shattered ○ reassuring ○ encompass ○ inseparable |

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| <p>5.RI.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.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RF.3.a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>5.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>5.RF.3.c Use combined knowledge of morphology to read grade level words accurately.</p> <p>5.RF.4.a Read grade-level text with purpose and understanding.</p> <p>5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>5.W.2.d Use precise language and domain-specific</p> |  | <ul style="list-style-type: none"> *Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments. *describe personal connections to a variety of sources, including self-selected texts. *discuss specific ideas in the text that are important to the meaning. *summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *develop knowledge about language to make connections between reading and writing. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. *identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo. *respond using newly acquired vocabulary as appropriate. *describe how the author’s use of imagery, literal, and figurative language such as simile and metaphor, and sound devices achieves specific purposes. *compose literary texts such as personal narrative, fiction, and poetry using genre characteristics and craft. *demonstrate and apply spelling. *edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement. *compose argumentative texts, including opinion essays, using genre characteristics and craft. *plan, revise, edit, and rewrite a draft for a specific topic, purpose, and audience using | |
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| | <p>vocabulary to inform about or explain the topic.</p> <p>5.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | | <p>a range of strategies, such as brainstorming, freewriting, and mapping; try a new approach as needed.</p> <p>*produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | |
| <p>Unit 3-2</p> <p>Qtr2 Week 5</p> | <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> <p>5.W.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.</p> <p>5.W.9.a Apply grade 5 Reading standards to literature.</p> <p>5.W.9.b Apply grade 5 Reading standards to informational texts.</p> <p>5.W.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.</p> <p>5.WF.1.a Read and write cursive letters, upper and lower case.</p> | <p>What are some different ways in which people can reach a goal?</p> | <p>I will be able to:</p> <p>* learn more about realistic fiction by analyzing plot elements.</p> <p>*read text with purpose and understanding.</p> <p>*recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>*analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>*read text with purpose and understanding.</p> <p>*generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>*make connections to personal experiences, ideas in other texts, and society.</p> <p>*use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-words.</p> <p>*use text evidence to support an appropriate response.</p> <p>*respond using newly acquired vocabulary as appropriate.</p> <p>*retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ identify synonyms and antonyms <p>Content Language:</p> <ul style="list-style-type: none"> ○ loamy ○ tolerate ○ wriggled ○ quarters ○ tingled |

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| <p>5.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p> <p>5.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5.SL.1.d Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p>5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5.L.1.f Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</p> |  | <ul style="list-style-type: none"> *develop knowledge about language to make connections between reading and writing. *use print or digital resources determine meaning, syllabication, pronunciation, and word origin. *use the relationship between particular words to better understand each of the words. *decode words using advanced knowledge of the influence of prefixes and suffixes on base words. *identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo. *identify, use, and explain the meaning of adages and puns. *explain the purpose of hyperbole, stereotyping, and anecdote. *identify, use, and explain the meaning of adages and puns. *compose literacy texts such as personal narratives, fiction, and poetry using genre characteristics and craft. *demonstrate and apply spelling knowledge. *spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. *edit drafts using standard English conventions, including pronouns, including indefinite. *develop an engaging idea reflecting depth of thought with specific facts and details. *introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | |
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| <p>5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.4.a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.L.4.b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5.L.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.</p> <p>5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>5.L.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).</p> | | <p>*provide logically ordered reasons that are supported by facts and details.</p> <p>*compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>*listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.</p> | |
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| <p>Unit 3-3</p> <p>Qtr2 Week 6</p> | | <p>How are the experiences of people in ancient times similar to those of</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> * learn more about <i>Reflections</i> by comparing literary structures in a legend and a drama. *demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales. *explain structure in drama such as character tags, acts, scenes, and stage directions. *establish purpose for reading assigned and self-selected texts. *generate questions about text before, during, and after reading to deepen understanding and gain information. *make connections to personal experiences, ideas in the other texts, and society. *recognize and analyze genre-specific characteristics, structures, and purpose within and across increasingly complex traditional, contemporary, classical, and diverse texts. *demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales. *synthesize information to create new understanding. *explain how a series of chapters, scenes, or stanza of a particular story, drama, or poem. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ use context clues to define words <p>Content Language:</p> <ul style="list-style-type: none"> ○ quell ○ tactics ○ preserve ○ conscientious ○ supportive |
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| | | <p>people in the modern world?</p> | <ul style="list-style-type: none"> *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *respond using newly acquired vocabulary as appropriate. *explain the author’s purpose and message within a text. *analyze how visual and multimedia element contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). *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). *use text evidence to support an appropriate response. *compose argumentative texts, including opinion essays, using genre characteristics and craft. *apply grade 5 Reading standards to literature. *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 speakers in a poem reflects upon a topic; summarize the text. *develop knowledge about language to make connections between reading and writing. *demonstrate and apply phonetic knowledge. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. | |
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| | | <p>*explain the purpose of hyperbole, stereotyping, and anecdote. *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics. *demonstrate and apply spelling knowledge. *edit drafts using standard English conventions. *introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas and are grouped to support the writer’s purpose. *provide a concluding statement or section related to the opinion presented. *develop drafts into a focused, structured, and coherent, piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details. *link opinion and reasons using words, phrases, and clauses. *listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments. *plan, revise, edit, and rewrite a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping; try a new approach as needed.</p> | |
| <p>Unit 3-4 Qtr2 Week 7</p> | | <p>What can our families teach us about ourselves ?</p> <p>I will be able to: *learn more about Reflections by reading poetry. *explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across variety of poetic forms. *describe how the author’s use of imagery, literal, and figurative language such as</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ recognize figurative language <p>Content Language:</p> <ul style="list-style-type: none"> ○ vivid ○ retired ○ trembles ○ crinkled ○ melodic |


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| |  | <p>simile and metaphor, and sound devices achieves specific purposes.</p> <ul style="list-style-type: none"> *generate questions about text before, during, and after reading to deepen understanding and gain information. *make connections to personal experiences, ideas in the other texts, and society. *explain the use of sound devices and figurative language and distinguish between the poet and speaker in poems across a variety of poetic forms. *use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. *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 speakers in a poem reflects upon a topic; summarize the text. *describe how a narrator's or speaker's point of view influenced how events are described. *create mental images to deepen understanding. *use text evidence to support an appropriate response. *respond using newly acquired vocabulary as appropriate. *analyze how visual and multimedia element contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). *write responses that demonstrate understanding of texts, including | |
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| | | <p>comparing and contrasting ideas across a variety of sources.</p> <ul style="list-style-type: none"> *compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. *link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). *provide a concluding statement or section related to the information or explanation presented. *develop knowledge about language to make connections between reading and writing. *use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. *Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies. *decode words using advanced knowledge of the influence of prefixes and suffixes on base words. *identify and read high-frequency words from a research-based list. *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics. *Demonstrate and apply spelling knowledge. *edit drafts using standard English conventions, including pronouns, including indefinite. *edit drafts using standard English conventions including capitalization of | |
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| | |  | <p>abbreviations, initials, acronyms, and organizations.</p> <p>*edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis.</p> <p>*revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>*listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.</p> | |
| <p>Unit 3-5 Qtr2 Week 8</p> |  | <p>How does art reflect people's experiences?</p> | <p>I will be able to:</p> <p>* learn more about realistic fiction by inferring multiple themes.</p> <p>*recognize and analyze genre-specific characteristics, structures, and purpose within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> <p>*establish purpose for reading assigned and self-selected texts.</p> <p>*generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>*make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>*make connections to personal experiences, ideas in the other texts, and society.</p> <p>*infer multiple themes within a text using text evidence.</p> <p>*use context within and beyond a sentence to determine the relevant meaning of</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ radically ○ embodies ○ indivisible ○ revolutionary ○ ironic <p>Content Language:</p> <ul style="list-style-type: none"> ○ understand how parts of speech affect usage |

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| |  | | <p>unfamiliar words or multiple-meaning words.</p> <ul style="list-style-type: none"> *use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. *use text evidence to support an appropriate response. *respond using newly acquired vocabulary as appropriate. *identify and understand the use of literary devices, including first- or third-person point of view. *compose argumentative texts, including opinion essays, using genre characteristics and craft. *give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. *develop knowledge about language to make connections between reading and writing. *use the relationship between particular words to better understand each of the words. *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics. *spell word using advanced knowledge of syllable division patterns. *edit drafts using standard English conventions, including conjunctive adverbs. *with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *edit drafts using standard English conventions. | |
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| | | | <p>*adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>*write legibly in cursive.</p> <p>*publish written work for appropriate audiences.</p> | |
| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
| 3rd Quarter 2nd Semester Jan - Mar | | Unit 4 Big Idea: Liberty “What does it mean to be free?” | | |
| Unit 4-1 Qtr3 Week 1 | <p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</p> <p>5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> | <p>Why should people work together to help others achieve freedom?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about historical fiction by analyzing characters. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make, correct, or confirm predictions using text features, characteristics of genre, and structures. • Evaluate details read to determine key ideas. • Analyze the relationships of and conflicts among the characters. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Use text evidence to support an appropriate response. • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ generate related words <p>Content Language:</p> <ul style="list-style-type: none"> ○ endure ○ ponder ○ commotion ○ commenced ○ strapping |

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| | <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.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.</p> <p>5.RI.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.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.RI.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.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> |  | <ul style="list-style-type: none"> • Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. • Compose arguments texts, including opinion essays, using genre characteristics and craft. • Analyze the relationships of and conflicts among the characters. • Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments. • Discuss specific ideas in the text that are important to the meaning. • Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. • Respond using newly acquired vocabulary as appropriate. • Decode words using advanced knowledge of the influence of prefixes and suffixes on base words. • Spell words using knowledge of prefixes. | |
| <p>Unit 4-2 Qtr 3 Week 2</p> | <p>5.RF.3.a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>5.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>5.RF.3.c Use combined knowledge of morphology to read grade level words accurately.</p> <p>5.RF.3.d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> | <p>How can ordinary people contribute to a fight for freedom?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Establish purpose for reading assigned and self-selected texts. • Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ identify synonyms and antonyms <p>Content Language:</p> <ul style="list-style-type: none"> ○ resembled ○ suspicious ○ relaying ○ stalking ○ solemnly |

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| <p>5.RF.4.a Read grade-level text with purpose and understanding.</p> <p>5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>5.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>5.W.3.b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.W.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3</p> | | <ul style="list-style-type: none"> • Generate questions about a text before, during, and after reading to deepen understanding and gain information. • Make connections to personal experiences, ideas in other texts, and society. • Infer multiple themes within a text using evidence. • Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. • Using context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Respond using newly acquired vocabulary as appropriate. • Explain how the use of text structure contributes to the author’s purpose. • Use text evidence to supports an appropriate response. • Compose argumentative texts, including opinion essays, using genre characteristics and craft. • Link opinion and reasons using words, phrases, and clauses. • Use the relationship between particular words to better understand each of the words. • Decode words using advanced knowledge of the influence of prefixes and suffixes on base words. | |
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| | <p>up to and including grade 5.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> | | <ul style="list-style-type: none"> • Identify the meaning and use of words with affixes such as <i>trans-</i>, <i>super-</i>, <i>-ive</i>, and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i>. • Spell words with using knowledge of prefixes. • | |
| <p>Unit 4-3</p> <p>Qtr 3 Week 3</p> | <p>5.W.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.</p> <p>5.W.9.a Apply grade 5 Reading standards to literature.</p> <p>5.W.9.b Apply grade 5 Reading standards to informational texts.</p> <p>5.W.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.</p> <p>5.WF.1.a Read and write cursive letters, upper and lower case.</p> <p>5.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p> <p>5.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> | <p>What can governments do to protect our freedoms?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. • Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Establish purpose for reading assigned and self-selected texts. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make connections to personal experiences to personal experiences, ideas in other texts, and society. • Recognize characteristics and structures of informational text, including, organizational patterns such as logical order and order of importance. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ use context clues to define words. <p>Content Language:</p> <ul style="list-style-type: none"> ○ convention ○ delegates ○ ratification ○ petition ○ violations |


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| <p>5.SL.1.d Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p>5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> |  | <ul style="list-style-type: none"> • Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. • Analyze how the use of text structure contributes to the author's purpose. • Explain how the use of text structure contributes to the author's purpose. • Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. • Respond using newly acquired vocabulary as appropriate. • Synthesize information to create new understanding. • Compare and contrast characteristics and structures of two or more informational texts. • Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Decode words using advanced knowledge of the influence of prefixes and suffixes on base words. • Explain the author's purpose and message within a text. | |
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| | <p>5.L.4.a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.L.4.b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5.L.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.</p> <p>5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> |  | <ul style="list-style-type: none"> • Spell words using knowledge of prefixes. • Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences. • Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis. • | |
| <p>Unit 4-4 Qtr 3 Week 4</p> | <p>5.L.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).</p> | <p>What are some things people can do when their freedom is limited?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. • Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. • Establish purpose for reading assigned and self-selected texts. • Generate questions about text before, during and after reading to deepen understanding and gain information. • Make connections to personal experiences, ideas in other texts and society. • Recognize characteristics and structures of informational text. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ recognize adages and proverbs <p>Content Language:</p> <ul style="list-style-type: none"> ○ segregation ○ mistreated ○ qualified ○ demonstrators ○ sympathize |

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| | | | <ul style="list-style-type: none"> • Synthesize information to create new understanding. • Use text evidence to support an appropriate response. • Respond using newly acquired vocabulary as appropriate. • Retell, paraphrase, or summarize texts in ways that maintain meaning of logical order. • Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Identify and read high-frequency words from a research-based list. • Use print or digital resources to determine meaning, syllabication, pronunciation and word origin. • Analyze the author’s use of print and graphic features to achieve specific purposes. • Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • Demonstrate and apply spelling knowledge. • Use correlative conjunctions. • Edit drafts using standard English conventions. | |
| Unit 4-5 Qtr 3 Week 5 | | How can going to a new place | I will be able to: <ul style="list-style-type: none"> • Establish purpose for reading assigned and self-selected texts. | Academic Language: <ul style="list-style-type: none"> ○ understand how parts of speech affect usage |


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| | | <p>give a person new opportunities?</p> | <ul style="list-style-type: none"> • Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make connections to personal experiences, idea in other texts, and society. • Explain the author’s purpose and message within a text. • Make inferences and use evidence to support understanding. • Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • Use context within a beyond sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Synthesize information to create new understanding. • Respond using newly acquired vocabulary as appropriate. • Analyze the relationships of and conflicts among the characters. • Analyze the influence of the setting, including historical and cultural settings, on the plot. • Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, | <p>Content Language:</p> <ul style="list-style-type: none"> ○ provisions ○ terrain ○ settlement ○ bandits ○ oblige |
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| | | | <p>contemporary, classical, and diverse texts.</p> <ul style="list-style-type: none"> • 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). • Make inferences and use evidence to support understanding. • Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments. • Describe personal connections to a variety of sources, including self-selected texts. • Discuss specific idea in the text that are important to the meaning. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Identify the meaning of and use words with Latin roots such as <i>audi</i>, <i>rupt</i>, <i>scrib</i>, and <i>spec</i>. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. • Demonstrate and apply spelling knowledge. • Edit drafts using standard English conventions, including | |
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| | |  | <p>capitalization of abbreviations, initials, acronyms, and organizations.</p> | |
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| <p>Unit 5-1</p> <p>Qtr 3 Week 7</p> | <p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.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.</p> <p>5.RI.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.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support</p> | <p>How do rocks form and change over time?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Recognize characteristics and structures of informational text. • Establish purpose for reading assigned and self-selected texts. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make connections to personal experiences, ideas in other texts, and society. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Synthesize information to create new understanding. • Respond using newly acquired vocabulary as appropriate. • Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments. • Discuss specific ideas in the text that are important to the meaning. • Use print or digital resource to determine meaning, syllabication, pronunciation, and word origin. • Decode words with consonant changes, including /t/to/sh/ such as in select and selection and | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ generate related words <p>Content Language:</p> <ul style="list-style-type: none"> ○ minerals ○ particles ○ deposits ○ erosion ○ principles |
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| <p>which point(s).</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>5.RF.3.a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>5.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>5.RF.3.c Use combined knowledge of morphology to read grade level words accurately.</p> <p>5.RF.3.d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> <p>5.RF.4.a Read grade-level text with purpose and understanding.</p> <p>5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>5.W.1.b Provide logically ordered reasons that are supported by facts and details.</p> <p>5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>5.W.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information</p> |  | <p>/k/to/sh/ such as in <i>music</i> and <i>musician</i>.</p> <ul style="list-style-type: none"> Analyze the author's use of print and graphic features to achieve specific purposes. Spell consonant changes, including /t/to/sh/ such as in <i>select</i> and <i>selection</i> and /k/to/sh/ such as in <i>music</i> and <i>musician</i>. Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underling for titles and emphasis. Use punctuation to separate items in a series. Analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. Analyze how the use of text structure contributes to the author's purpose. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. | |
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| <p>Unit 5-2</p> <p>Qtr 3 Week 8</p> | <p>and examples related to the topic.</p> <p>5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> <p>5.W.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.</p> <p>5.W.9.a Apply grade 5 Reading standards to literature.</p> | <p>What can cause water to change form?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Establish purpose for reading assigned and self-selected texts. • Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make, correct, or confirm predictions using text features, characteristics of genre, and structures. • Recognize characteristics and structures of informational text. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Respond using newly acquired vocabulary as appropriate. • Recognize characteristics and structures of informational text, including features such as insets, timeline, and sidebars to support understanding. • Compose argumentative texts, including opinion essays, using genre characteristics and craft. • Make correct or confirm predictions using text features, | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ identify synonyms and antonyms <p>Content Language:</p> <ul style="list-style-type: none"> ○ abundant ○ substance ○ condenses ○ altitude ○ trickles |
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| | <p>5.W.9.b Apply grade 5 Reading standards to informational texts.</p> <p>5.W.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.</p> <p>5.WF.1.a Read and write cursive letters, upper and lower case.</p> <p>5.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5.SL.1.d Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> |  | <p>characteristics of genre and structures.</p> <ul style="list-style-type: none"> • Use text evidence to support an appropriate responses. • Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. • Decode words using advanced knowledge of syllable division patterns. • Identify and read high-frequency words from a research-based list. • Analyze and compare how the use of text structure contributes to the author’s purpose. • Spell words using advanced knowledge of syllable division patterns. • Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis. • Use a comma to set off the words yes and no, to set off a tag question from the rest of a sentence and to indicate direct address. | |
| <p>Unit 5-3 Qtr 3 Week 9</p> | <p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> | <p>How can Earth’s changes affect where</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Recognize and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ use context clues to define words <p>Content Language:</p> <ul style="list-style-type: none"> ○ comrade ○ custom |

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| <p>5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>5.L.1.f Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</p> <p>5.L.2.a Use punctuation to separate items in a series.</p> <p>5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>5.L.4.a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.L.4.b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5.L.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.</p> <p>5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>and how we live?</p> | <p>contemporary, classical, and diverse text.</p> <ul style="list-style-type: none"> • Establish purpose for reading assigned and self-selected texts. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make connections to personal experiences, ideas in other texts, and society. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Make inferences and use evidence to support understanding. • Analyze the influence of the setting, including historical and cultural setting, on the plot. • Analyze plot elements, including rising action, climax, falling action, and resolution. • Create mental images to deepen understanding. • Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. • Respond using newly acquired vocabulary as appropriate. • Analyze the relationships of and conflicts among the characters. • Compose argumentative texts, including opinion essays, using genre characteristics and craft. • Decode multisyllabic words; with various common syllable patterns. | <ul style="list-style-type: none"> ○ coaxed ○ revived ○ heed |
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| | <p>5.L.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).</p> |  | <ul style="list-style-type: none"> • Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. • Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes. • Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. • Spell multisyllabic words with multiple sound-spelling patterns. • Spell words using advanced knowledge of syllable division patterns. • Edit drafts using standard English conventions, including commas in compound and complex sentences and quotation marks in dialogue, and italics and underlining for titles and emphasis. • Compose literary texts such as personal narratives, fiction and poetry using genre characteristics and craft. | |
| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
| 4th Quarter 2nd Semester Mar-May Unit 5 Big Ideas: Systems “How do elements systems change?” | | | | |
| Unit 5-4 Qtr 4 Week 10 | | How do human actions | I will be able to: | Academic Language: <ul style="list-style-type: none"> ○ recognize analogies Content Language: |

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| | | <p>create and change cycles?</p> | <ul style="list-style-type: none"> • Make connections to personal experiences, ideas in other texts, and society. • Recognize characteristics and structures of informational text. • Recognize characteristics of digital texts. • Make, correct, or confirm predictions using text features, characteristics of genre, and structures. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Use text evidence to support an appropriate response. • Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. • Generate questions about text before, during, and after reading to deepen understanding and gain information. • Make inferences and use evidence to support understanding. • Synthesize information to create a new understanding. • Respond using newly acquired vocabulary as appropriate. • Analyze the author's use of print and graphic features to achieve specific purposes. • Analyze multiple accounts of the same event or topic, noting important similarities and | <ul style="list-style-type: none"> ○ edible ○ compost ○ conscious ○ manufacturer ○ contamination |
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| | | | <p>differences in the point of view they represent.</p> <ul style="list-style-type: none"> • Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. • Use text evidence to support an appropriate response. • Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, information in two or more texts. • Respond using newly acquired vocabulary as appropriate. • Demonstrate and apply phonetic knowledge. • Analyze the author’s use of print and graphic features to achieve specific purposes. • Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. • Spell multisyllabic words with multiple sound-spelling patterns. • Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and | |
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| | |   | <p>underlining for titles and emphasis.</p> <ul style="list-style-type: none"> • Compose literary texts such as personal narratives, fiction and poetry using genre characteristics and craft. • Compare and contrast the varieties English used in stories, dramas, or poems. | |
| <p>Unit 5-5 Qtr 4 Week 11</p> |   <p>RESPECT & REVERENCE</p>  <p>SELF-REGULATION & RESPONSIBILITY</p> | <p>How much should people try to influence natural systems?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> • Use appropriate fluency (rate, accuracy and prosody) when reading grade-level text. • Recognize characteristics and structures of argumentative text. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Establish purpose for reading assigned and self-selected texts. • Generate questions about text before, during and after reading to deepen understanding and gain information. • Make connections to personal experiences, ideas in other texts, and society. • Recognize characteristics and structures of argumentative text by identifying the claim. • Respond using newly acquired vocabulary as appropriate. • Recognize characteristics and structures of argumentative text by explain how the author has | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ understand how parts of speech affect usage <p>Content Language:</p> <ul style="list-style-type: none"> ○ geological ○ habitat ○ debris ○ advocates ○ valve |

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| | | | <p>used facts for or against an argument.</p> <ul style="list-style-type: none"> • Compose argumentative texts, including opinion essays, using genre characteristics and craft. • Discuss specific ideas in the text that are important to the meaning. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar word or multiple-meaning words. • Demonstrate and apply phonetic knowledge. • Identify and understand the use of literary devices including first- or third-person point of view. • Spell multisyllabic words with multiple sound-spelling patterns. • Spell words using advanced knowledge of syllabic division patterns. • Edit drafts using standard English conventions, including the use of commas and exclamation points and interjections. | |
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