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GRADE 5



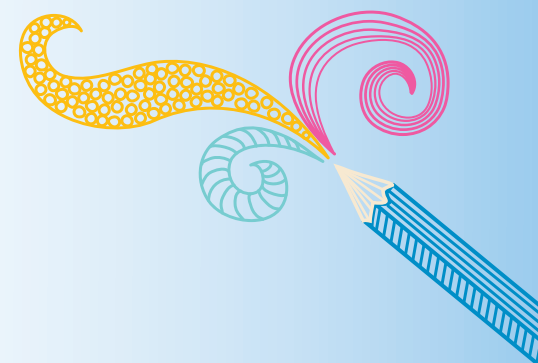


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L I T E R A C Y



Grade 5



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Grade 5, Unit 1

Unit Theme: SOCIAL STUDIES:
EXPLORATION (Geography) Journeys

Essential Question: How do journeys change us?
Genre: Informational Text

READING							
Unit Reading Goal: I know about different types of informational text and understand their structures and features.							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Texts	Close Read Skills	Reflect and Share
Week 1	Question: What motivates people to leave a place they call home? Text: Infographic	citizens immigration opportunity processing admitted	I can learn more about informational texts and read a text that helps me analyze main ideas and details in an informational text.	Spotlight on Genre: Informational Text Feature: My Notes	Shared Read: "The Path to Paper Son" by Grant Din and "Louie Share Kim, Paper Son" by Barbara D. Krasner <i>Cobblestone</i> Magazine Book Club: <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock	Analyze Main Ideas and Details Use Text Evidence	• Talk About It: Opinion • Respond to the Weekly Question: Written Response
Week 2	Question: What can scientists discover by traveling to distant places? Text: Infographic	astrobiologists microbes colony sensors radiation rovers	I can learn more about informational texts and read a text that helps me analyze text features in an informational text.	Spotlight on Genre: Informational Text Feature: Establish a Purpose	Shared Read: from <i>Life On Earth and Beyond</i> by Pamela S. Turner Book Club: <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock	Analyze Text Features Make Inferences	• Write to Sources: Response to informational text • Respond to the Weekly Question: Oral Response
Week 3	Question: What can people learn from visiting unknown lands? Text: Map	tide course leagues fathoms jaunts	I can learn more about the theme journeys by reading a text that helps me understand point of view in historical fiction.	Genre: Historical Fiction Feature: Fluency	Shared Read: <i>Pedro's Journal</i> by Pam Conrad Book Club: <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock	Understand Point of View Use Text Evidence	• Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 4	Question: What inspires people to start a journey? Text: Poem	peering via traversed girth intersecting	I can learn more about the theme journeys by reading a text that helps me explain poetry by using sound devices and figurative language.	Genre: Poetry Feature: My Notes	Shared Read: "A Map and a Dream" by Karen O'Donnell Taylor and "Learning the World" by Kristine O'Connell George and "Latitude Longitude Dreams" by Drew Lamm and James Hildreth are all from <i>Got Geography</i> , "Early Explorers" by Marilyn Singer Book Club: <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock	Explain Sound Devices and Figurative Language Visualize	• Write to Sources: Response to literature • Respond to the Weekly Question: Oral Response
Week 5	Question: How can new places change the way a person sees the world? Text: Media	inspired express exhibit imitated compositions	I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.	Spotlight on Genre: Informational Text Feature: Make Predictions	Shared Read: <i>Picturesque Journeys</i> by Yanitzia Canetti Book Club: <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock	Analyze Text Structure Make and Confirm Predictions	• Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE											
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational texts.											
Academic Vocabulary Words: insight, wandered, passage, adventure, curious											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative.	Strategy: Related Words	Skill: Suffixes -ic, -ism, -ive	Author's Purpose	Skill: Suffixes -ic, -ism, -ive	1. heroic 2. heroism 3. comic 4. atomic 5. kinetic	6. dramatic 7. artistic 8. historic 9. tourism 10. realism	11. organism 12. capitalism 13. federalism 14. secretive 15. defensive	16. deflative 17. executive 18. perspective 19. narrative 20. representative	1. possessive 2. aerobic 3. athleticism	Simple Sentences
Week 2	I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative.	Strategy: Synonyms and Antonyms	Skill: Greek Roots <i>chron, meter, photo, bio, geo, logy</i>	Text Features	Skill: Greek Roots <i>chron, meter, photo, bio, geo, logy</i>	1. chronology 2. chronological 3. chronic 4. synchronize 5. speedometer	6. symmetry 7. odometer 8. parameter 9. photon 10. photocopy	11. photocell 12. photogenic 13. biosphere 14. symbiotic 15. geography	16. geology 17. geocentric 18. geometric 19. ecology 20. meteorology	1. psychology 2. photosynthesis 3. anachronism	Independent and Dependent Clauses

READING-WRITING BRIDGE

Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational texts.

Academic Vocabulary Words: insight, wandered, passage, adventure, curious

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading historical fiction and writing a personal narrative.	Strategy: Context Clues	Skill: Vowel Teams	Voice	Skill: Vowel Teams	1. bayonet 2. committee 3. leukemia 4. cowardice 5. realm	6. royalty 7. embroider 8. nautical 9. gauntlet 10. treasury	11. zeal 12. zealous 13. typhoon 14. marshmallow 15. flounder	16. allowance 17. concealment 18. treachery 19. approach 20. proclaim	1. scoundrel 2. endowment 3. endeavor	Compound and Complex Sentences (include use of commas)
Week 4	I can develop knowledge about language to make connections between reading poetry and writing a personal narrative.	Strategy: Figurative Language	Skill: Suffixes <i>-able, -ible</i>	Imagery	Skill: Suffixes <i>-able, -ible</i>	1. advisable 2. workable 3. available 4. allowable 5. noticeable	6. justifiable 7. accountable 8. considerable 9. irritable 10. perishable	11. forcible 12. edible 13. credible 14. digestible 15. mandible	16. reducible 17. compatible 18. tangible 19. admissible 20. combustible	1. conceivable 2. incombustible 3. conceivable	Common, Proper, and Collective Nouns
Week 5	I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative.	Strategy: Parts of Speech	Skill: VCe Syllables	Figurative language	Skill: VCe Syllables	1. improvise 2. evaporate 3. remote 4. obsolete 5. evacuate	6. centigrade 7. elevate 8. negotiate 9. excavate 10. intervene	11. devastate 12. liberate 13. schedule 14. prosecute 15. delete	16. serene 17. provoke 18. oppose 19. appetite 20. coincide	1. accumulate 2. eradicate 3. advertisement	Regular and Irregular Plural Nouns

WRITING

Unit Writing Goal: I can use elements of narrative writing to write a personal narrative.

Unit Writing Genre: Personal Narrative

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Personal Narrative	Character	Setting and Plot	Brainstorm a Topic	Planning Your Personal Narrative
Week 2	Develop Elements	Develop an Engaging Idea	Specific Facts and Details	Writing a Good Description	About the Narrator	Dialogue
Week 3	Develop Structure	Introduction	Event Sequence	Transitions	Shifts in Time	Conclusion
Week 4	Writer's Craft	Descriptive Adjectives	Adverbs	Indefinite Pronouns	Revise: Adding Ideas for Clarity	Revise: Deleting Ideas for Clarity
Week 5	Publish, Celebrate, Assess	Revise: Rearranging and Combining Ideas for Clarity	Edit for Complete Sentences with Subject-Verb Agreement	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6 INQUIRY and RESEARCH

Theme Goal: I can collaborate with others to determine how journeys change us.

Writing Mode: Argumentative/Opinion

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss	Day 4 Extend Research/Collaborate and Discuss	Day 5 Celebrate and Reflect
Week 6	Title: Culture Shock: Informational Title: All Aboard!: Opinion Title: Ellis Island: The Immigrant Journey: Informational	Look back at Weekly Questions. Use text evidence to answer EQ: <i>How do journeys change us?</i> Choose a country you would like to visit. Research currency, transportation, culture, language, food, etc. to determine how this journey would change your lifestyle. Write an argumentative travel guide convincing others to join you. Include map and facts.	Plan Your Research Conduct Online Research	Travelogue pamphlet; identify cultural, economic, language, food, etc.	Have students write a business letter to a tourist bureau requesting more information about the country they chose. Provide Student Model of business letter. Revise for writing mode and clarity. Edit for language conventions.	Present



Grade 5, Unit 2

Unit Theme: SCIENCE: PATTERNS
(Life Science) Observations

Essential Question: How do we learn through our observations?
Genre: Informational Text

READING							
Unit Reading Goal: I know about different types of informational text and understand their structures and features.							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: Why do scientists explore and study oceans? Text: Infographic	marine ecosystem flying bridge chlorophyll nautical	I can learn more about informational text and read a text that helps me analyze author's purpose in an informational text.	Spotlight on Genre: Informational Text	Shared Read: from <i>Far from Shore</i> by Sophie Webb Book Club: <i>The Tarantula Scientist</i> by Sy Montgomery	Analyze Author's Purpose Evaluate Details	• Talk About It Response to Informational Text • Respond to the Weekly Question: Written Response
Week 2	Question: What can people do to protect species from a changing environment? Text: Map	comeback native migrating restore fungus	I can learn more about informational text and read a text that helps me analyze text structure in an informational text.	Spotlight on Genre: Informational Text	Shared Read: <i>A Place for Frogs</i> by Melissa Stewart Book Club: <i>The Tarantula Scientist</i> by Sy Montgomery	Analyze Text Structure Monitor Comprehension	• Write to Sources: Response to Informational Text • Respond to the Weekly Question: Oral Response
Week 3	Question: How can careful observation help a person survive? Text: Narrative poem	gingerly ignite sputtered painstaking gratified	I can learn more about the theme observations by reading a text that helps me understand point of view in realistic fiction.	Genre: Realistic Fiction	Shared Read: from <i>Hatchet</i> by Gary Paulsen Book Club: <i>The Tarantula Scientist</i> by Sy Montgomery	Analyze Point of View Generate Questions	• Write to Sources: Response to Literature • Respond to the Weekly Question: Oral Response
Week 4	Question: What can we learn from studying animals in their natural habitats? Text: Primary source	transmitter iconic nocturnal burrows fragmented	I can learn more about informational text and read a text that helps me explain ideas.	Spotlight on Genre: Informational Text	Shared Read: "Tracking Monsters" from <i>Park Scientists</i> by Mary Kay Carson Book Club: <i>The Tarantula Scientist</i> by Sy Montgomery	Explain Ideas in Texts Make and Confirm Predictions	• Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 5	Question: What are some different ways in which people can observe and protect wildlife? Text: Media (video)	sanctuaries diminished thrive unfettered cooperate	I can learn more about the theme observations by reading a text that helps me analyze argumentative texts.	Genre: Argumentative Text	Shared Read: <i>Let Wild Animals Be Wild</i> by David Bowles <i>Don't Release Animals Back to the Wild</i> by Rene Saldana, Jr. Book Club: <i>The Tarantula Scientist</i> by Sy Montgomery	Analyze Argumentative Texts Synthesize Information	• Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE											
Reading-Writing Bridge Goal: I can use language to make connections between reading about informational text and writing persuasive texts.											
Academic Vocabulary Words: expert, focus, visible, relate, detect											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading an informational text and writing an informational article.	Strategy: Related Words	Skill: Open and Closed Syllables V/CV and VC/V1	Graphic Features	Skill: Open and Closed Syllables V/CV and VC/V	1. agent 2. recent 3. apex 4. vital 5. rotate	6. musical 7. donut 8. solar 9. vacation 10. slogan	11. malice 12. recommend 13. energetic 14. register 15. lavish	16. topical 17. enemy 18. honest 19. element 20. minimum	1. hypnotizing 2. epidemic 3. equinox	Subject-Verb Agreement (Include shifts in tense)
Week 2	I can develop knowledge about language to make connections between reading an informational text and writing an informational article.	Strategy: Synonyms and Antonyms	Skill: Final Stable Syllables -le, -tion, -sion	Author's Purpose	Skill: Final Stable Syllables -le, -tion, -sion	1. scuffle 2. article 3. ripple 4. particle 5. assemble	6. untangle 7. observe 8. observation 9. situate 10. situation	11. declare 12. declaration 13. occupy 14. occupation 15. invade	16. invasion 17. collide 18. collision 19. extend 20. extension	1. administration 2. irrigation 3. preamble	Principal Parts of Regular Verbs (present, present participle, past, past participle)

READING-WRITING BRIDGE

Reading-Writing Bridge Goal: I can use language to make connections between reading about informational text and writing persuasive texts.

Academic Vocabulary Words: expert, focus, visible, relate, detect

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Skill: r-Controlled Vowels	Voice	Skill: r-Controlled Vowels	1. armada 2. anarchy 3. guitar 4. proportion 5. originate	6. category 7. conquer 8. partition 9. adversary 10. guardian	11. external 12. cardinal 13. excursions 14. injury 15. majority	16. turbulent 17. quarter 18. harmony 19. vertex 20. minority	1. tarpaulin 2. notorious 3. honorable	Principal Parts of Irregular Verbs
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Skill: Prefixes il-, in-, im-, ir	Author's Message	Skill: Prefixes il-, in-, im-, ir	1. logical 2. illogical 3. legal 4. illegal 5. adequate	6. inadequate 7. offensive 8. inoffensive 9. accurate 10. inaccurate	11. passible 12. impassible 13. mobile 14. immobile 15. probable	16. improbable 17. rational 18. irrational 19. replaceable 20. irreplaceable	1. illumination 2. inefficiency 3. inexplicable	Perfect Verb Tenses
Week 5	I can develop knowledge about language to make connections between reading argumentative texts and writing an informational article.	Strategy: Parts of Speech	Skill: Base Words and Endings	Literary device of first-person point of view	Skill: Base Words and Endings	1. program 2. programming 3. equip 4. equipped 5. permit	6. permitting 7. involve 8. involvement 9. benefit 10. benefited	11. rely 12. relies 13. theory 14. theories 15. revise	16. revising 17. industry 18. industries 19. conveys 20. conveying	1. preferred 2. committing 3. accommodating	Active Voice

WRITING

Unit Writing Goal: I can use elements of informational writing to write an informational article.

Unit Writing Genre: Informational Article

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Informational Article	Lead Paragraph	Details and Photographs	Set a Purpose	Plan Your Informational Article
Week 2	Develop Elements	Develop an Engaging Idea	Specific Facts and Concrete Details	Definitions and Quotations	Other Information and Examples	Illustrations, Photos, and Multimedia
Week 3	Develop Structure	Introduction	Grouping Related Information	Transitions	Formatting	Conclusion
Week 4	Writer's Craft	Precise Language and Domain-Specific Vocabulary	Verb Tense	Adverbs	Edit Simple and Compound Sentences	Prepositions and Prepositional Phrases
Week 5	Publish, Celebrate, Assess	Edit for Punctuation Marks	Edit for Capitalization	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH

Theme Goal: I can collaborate with others to explore how we learn through our observations.

Writing Mode: Informational Text

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Title: Sights and Sounds in a Forest Preserve Title: Do You See What I See? Title: Naturally Inspired	Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do plants and animals live together?</i> Scrapbook or other notebook on a plant and animal partnership. A relationship that favors both the plant and animal.	Plan Your Research Search online (choose a search engine to use and evaluate the search results) Annotating Research article	Example of a how-to guide Send an email to the National Park Service, a wilderness guide, a professor, or someone other expert requesting information about wilderness survival and clues to look for.	Primary and Secondary Sources Revise for mode of writing and domain-specific vocabulary. Edit for language conventions	Demonstrate one of your survival techniques, such as reading a compass, finding the North Star, building a fire, etc.



Grade 5, Unit 3

Unit Theme: HUMANITIES: EXPRESSIONS
(Arts and Literature) Reflections

Essential Question: How do the experiences of others reflect our own?
Genre: Realistic Fiction

READING							
Unit Reading Goal: I know about different types of fiction and understand their elements.							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: What can we learn from the experiences of older generations? Text: Poem commissioned poem with clear characters	enthusiasm shattered reassuring encompass inseparable	I can learn more about realistic fiction and read a text that helps me analyze characters in realistic fiction.	Spotlight on Genre: Realistic Fiction	Shared Read: from <i>Love, Amalia</i> by Alma Flor Ada and Gabriel M. Zubizarreta Book Club: <i>Dear Mr. Henshaw</i> by Beverly Cleary	Analyze Characters Make Connections	<ul style="list-style-type: none"> • Talk About It: Response to Literature • Respond to the Weekly Question: Written Response
Week 2	Question: What are some different ways in which people can reach a goal? Text: Infographic	tolerate loamy wriggled quarters tingled	I can learn more about realistic fiction and read a text that helps me analyze plot elements in realistic fiction.	Spotlight on Genre: Realistic Fiction	Shared Read: "A Pet for Calvin" from <i>Dude: Stories and Stuff for Boys</i> by Barbara Robinson Book Club: <i>Dear Mr. Henshaw</i> by Beverly Cleary	Analyze Plot Elements Summarize Plot Elements	<ul style="list-style-type: none"> • Write to Sources: Response to Literature • Respond to the Weekly Question: Oral Response
Week 3	Question: How are the experiences of people in ancient times similar to those of people in the modern world? Text: Infographic	quell tactics persevere conscientious supportive	I can learn more about the theme reflections by reading a text that helps me explain literary structure in a drama and legend.	Genre: Legend and drama	Shared Read: <i>The Carp</i> by Marie Yuen <i>The Hermit Thrush</i> by Dana Crum Book Club: <i>Dear Mr. Henshaw</i> by Beverly Cleary	Explain Literary Structure Synthesize Genre Information	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 4	Question: What can our families teach us about ourselves? Text: Riddle/Poem	vivid retired trembles crinkled melodic	I can learn more about the theme Reflections by reading poetry.	Genre: Poetry	Shared Read: "Artist to Artist" by Davida Adejouna "Sepia" and "Spruce" from <i>Tan to Tamarind</i> by Malathi Michelle Iyengar Book Club: <i>Dear Mr. Henshaw</i> by Beverly Cleary	Explain Figurative Language Visualize	<ul style="list-style-type: none"> • Write to Sources: Response to Literature • Respond to the Weekly Question: Oral Response
Week 5	Question: How does art reflect people's experiences? Text: Media (video)	radically embodies indivisible revolutionary ironic	I can learn more about realistic fiction and read a text that helps me infer multiple themes in realistic fiction.	Spotlight on Genre: Realistic Fiction	Shared Read: "Life & Art" from <i>The Wright 3</i> by Blue Balliett Book Club: <i>Dear Mr. Henshaw</i> by Beverly Cleary	Infer Multiple Themes Make and Confirm Predictions	<ul style="list-style-type: none"> • Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE											
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction.											
Academic Vocabulary Words: demonstrate, perspective, recall, appeal, confide											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	Strategy: Related Words	Skill: Latin Roots port, dict, ject, terr	Imagery	Skill: Latin Roots port, dict, ject, terr	1. transportation 2. reporter 3. supportive 4. portage 5. prediction	6. unpredictable 7. contradict 8. contradiction 9. dictator 10. indictment	11. reject 12. conjecture 13. injection 14. objective 15. subjective	16. dejected 17. projectile 18. terrarium 19. subterranean 20. terrace	1. valedictorian 2. reportorial 3. terrestrial	Prepositions and Prepositional Phrases
Week 2	I can develop knowledge about language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Skill: Suffixes -ize, -ance, -ence, -ist	Puns and Hyperbole	Skill: Suffixes -ize, -ance, -ence, -ist	1. pessimist 2. optimist 3. physicist 4. protagonist 5. antagonist	6. clearance 7. brilliance 8. performance 9. appearance 10. disappearance	11. insurance 12. preference 13. existence 14. coherence 15. influence	16. familiarize 17. memorize 18. colonize 19. sanitize 20. italicize	1. coincidence 2. pharmacist 3. abolitionist	Pronouns and Antecedents



READING-WRITING BRIDGE											
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction.											
Academic Vocabulary Words: demonstrate, perspective, recall, appeal, confide											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Skill: Unusual Spellings	Stereotyping and Anecdotes	Skill: Unusual Spellings	1. league 2. sergeant 3. yacht 4. fatigue 5. debt	6. embarrass 7. vague 8. anxious 9. genealogy 10. queue	11. epitome 12. intrigue 13. villain 14. cantaloupe 15. flood	16. dept 17. cordial 18. disguise 19. jeopardy 20. liaison	1. onomatopoeia 2. auxiliary 3. reminiscent	Possessive Pronouns
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Skill: Suffixes <i>-ous, -eous, -ious</i>	Mood	Skill: Suffixes <i>-ous, -eous, -ious</i>	1. jealous 2. fabulous 3. enormous 4. ridiculous 5. humorous	6. numerous 7. adventurous 8. curious 9. furious 10. mysterious	11. victorious 12. obvious 13. previous 14. precious 15. vicious	16. suspicious 17. cautious 18. courageous 19. courteous 20. miscellaneous	1. advantageous 2. impervious 3. mischievous	Indefinite and Reflexive Pronouns
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Skill: Syllable Patterns	Effect of Point of View	Skill: Syllable Patterns	1. dispel 2. syntax 3. selfish 4. dismal 5. segment	6. confiscate 7. compensate 8. indignant 9. insistent 10. crusade	11. humane 12. protest 13. profile 14. diabolic 15. museum	16. congruent 17. defiance 18. supreme 19. ignite 20. impede	1. identification 2. contemporaneous 3. tranquilize	Adverbs

WRITING						
Unit Writing Goal: I can use elements of opinion writing to write an essay.						
Unit Writing Genre: Opinion Essay						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Opinion Essay	Point of View	Reasons and Information	Brainstorm a Topic and Opinion	Plan Your Opinion Essay
Week 2	Develop Elements	Develop an Opinion	Develop Reasons	Develop Facts and Details	Graphic Features	Use Technology to Produce Writing
Week 3	Develop Structure	Introduction and Conclusion	Reasons and Supporting Information	Linking Words, Phrases, and Clauses	Formatting	Use Technology to Interact and Collaborate
Week 4	Writer's Craft	Capitalization	Proper Mechanics	Revise: Rearranging Ideas for Clarity	Revise: Combining Ideas for Clarity	Peer Editing
Week 5	Publish, Celebrate, Assess	Incorporate Peer and Teacher Suggestions	Publish a Final Draft	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH						
Theme Goal: I can collaborate with others to explore how the experiences of others reflect our own.						
Writing Mode: Argumentative/Opinion Speech						
	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/ Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Title: The Making of a Holiday Title: Awesome Jane Addams Title: You Inspire Me!	Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do the experiences of others reflect our own?</i> Research a person who has had an impact on your life. Give a speech about why we should dedicate a day to this person.	Plan Your Research Library database	Example of an argumentative speech Bibliography	Creating timelines and other graphic sources Revise for writing mode. Edit: Combining Ideas for Clarity	Present

Grade 5, Unit 4

Unit Theme: SOCIAL STUDIES:
CONNECTIONS (History) Liberty

Essential Question: What does it mean to be free?
Genre: Historical Fiction

READING						
Unit Reading Goal: I know about different types of fiction and understand the elements of historical fiction.						
	Weekly Launch	Weekly Vocabulary	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: Why should people work together to help others achieve freedom? Text: Infographic	endure ponder commotion commenced strapping	Spotlight on Genre: Historical Fiction	Shared Read: "Keeping Mr. John Holton Alive" from <i>Elijah of Buxton</i> by Christopher Paul Curtis Book Club: <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit	Analyze Characters Evaluate Details	• Talk About It: Opinion • Respond to the Weekly Question: Written Response
Week 2	Question: How can ordinary people contribute to a fight for freedom? Text: Map	resembled suspicious relaying stalking solemnly	Spotlight on Genre: Historical Fiction	Shared Read: <i>The Scarlet Stockings Spy</i> by Trinka Hakes Noble Book Club: <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit	Infer Multiple Themes Monitor Comprehension	• Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 3	Question: What can governments do to protect our freedoms? Text: Word Puzzle	convention delegates ratification petition violations	Genre: Informational Text	Shared Read: <i>The Bill of Rights (My Guide to the Constitution)</i> by Amie Jane Leavitt Book Club: <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit	Interpret Text Structure Summarize	• Write to Sources: Response to informational text • Respond to the Weekly Question: Oral Response
Week 4	Question: What are some things people can do when their freedom is limited? Text: Timeline	segregation mistreated qualified demonstrators sympathize	Genre: Biography	Shared Read: <i>Delivering Justice: W. W. Law and the Fight for Civil Rights</i> by Jim Haskins Book Club: <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit	Explain Relationships Between Ideas Generate Questions	• Write to Sources: Response to informational text • Respond to the Weekly Question: Oral Response
Week 5	Question: How can going to a new place give a person new opportunities? Text: Primary Source	provisions terrain settlement bandits oblige	Spotlight on Genre: Historical Fiction	Shared Read: <i>Ezekiel Johnson Goes West</i> by Guy A. Sims Book Club: <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit	Explain Author's Purpose Make Inferences	• Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE											
Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis.											
Academic Vocabulary Words: limitation, grace, noble, empower, resist											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	Strategy: Related Words	Skill: Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i>	Varieties of English (dialects)	Skill: Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i>	1. combine 2. combination 3. command 4. compress 5. companion	6. complement 7. concert 8. congestion 9. conclave 10. consensus	11. convene 12. concoction 13. contingent 14. proponent 15. protection	16. protective 17. provide 18. provision 19. projection 20. promotion	1. proficiency 2. procrastination 3. competitiveness	Adjectives (descriptive)
Week 2	I can develop knowledge about language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Skill: Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans</i>	Point of View	Skill: Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans</i>	1. antifreeze 2. antipathy 3. antithesis 4. antigen 5. antiquated	6. midsection 7. midweek 8. midstream 9. midnight 10. midpoint	11. transmit 12. transmission 13. translation 14. translucent 15. transatlantic	16. transfusion 17. transistor 18. transpose 19. transgress 20. midcontinent	1. antihistamine 2. transactivation 3. antiestablishment	Adjectives (comparative and superlative)

READING-WRITING BRIDGE

Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis.

Academic Vocabulary Words: limitation, grace, noble, empower, resist

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Skill: Word Parts sub-, super-	Author's Purpose	Skill: Word Parts sub-, super-	1. subway 2. subset 3. submarine 4. substitute 5. submerge	6. subconscious 7. subordinate 8. subsidiary 9. subsequent 10. subdivision	11. supermarket 12. supervisor 13. supervision 14. superstar 15. supersonic	16. superlative 17. supersede 18. supernova 19. superior 20. superintendent	1. superfluous 2. substantiate 3. superimpose	Coordinating and Subordinating Conjunctions
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Skill: Word Origins	Graphic Features	Skill: Greek Roots	1. graph 2. graphics 3. bibliography 4. homograph 5. seismograph	6. graphite 7. monograph 8. holograph 9. topography 10. television	11. telecast 12. telepathy 13. telephoto 14. telemetry 15. televise	16. microbiology 17. microcosm 18. microchip 19. microbe 20. microwave	1. calligraphy 2. lexicographer 3. microanalysis	Correlative Conjunctions
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Skill: Latin Roots <i>audi, rupt, scrib, spec</i>	Adages	Skill: Latin Roots <i>audi, rupt, scrib, spec</i>	1. audio 2. audience 3. audit 4. audition 5. auditory	6. auditorium 7. bankrupt 8. disruptive 9. disruption 10. rupture	11. scribble 12. script 13. inscription 14. transcribe 15. spectacle	16. spectator 17. prospect 18. retrospective 19. speculate 20. inspection	1. audiologist 2. circumscribe 3. introspection	Capitalization

WRITING

Unit Writing Goal: I can use elements of science fiction to write a short story.

Unit Writing Genre: Science Fiction

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Science Fiction	Characters and Setting	Plot	Set a Purpose	Plan Your Science Fiction Story
Week 2	Develop Elements	Characters	Setting	Conflict	Resolution	Dialogue
Week 3	Develop Structure	Introduction	Sequence of Events	Pacing the Events	Develop the Plot	Select a Different Genre
Week 4	Writer's Craft	Prepositions and Prepositional Phrases	Irregular Verbs	Collective Nouns	Correlative Conjunctions	Punctuation Marks
Week 5	Publish, Celebrate, Assess	Revise: Adding and Deleting Ideas for Clarity	Edit for Indefinite Pronouns	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH

Theme Goal: I can collaborate with others to determine what it means to be free.

Writing Mode: Informational

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Title: Experiencing Freedom Title: You Can Quote Me! Title: Thomas Paine's Legacy	Look Back at Weekly Questions Use text evidence to answer EQ: <i>What does it mean to be free?</i> Conduct a survey and use the resulting data to explore what freedom means to different people (classmates, friends, people from other countries). Create your own project to represent what you think it means to be free.	Plan Your ResearchConduct a survey	Examples of questions you ask in a surveyPrimary and Secondary Sources	Online survey tools Revise for writing mode and clarity. Edit for language conventions	Students present their ideas about what it means to be free



Grade 5, Unit 5

Unit Theme: SCIENCE:
OUR WORLD (Earth Science) Systems

Essential Question: How do elements of systems change?
Genre: Informational

READING						
Unit Reading Goal: I know about different types of informational texts and understand their structures and features.						
	Weekly Launch	Weekly Vocabulary	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: How do rocks form and change over time? Text: Infographic what geologists do	minerals particles deposits erosion principles	Spotlight on Genre: Informational Text	Shared Read: from <i>Rocks and Fossils</i> by Richard Hantula Book Club: <i>Into the Volcano</i> by Donna O'Meara	Identify Main Idea and Details Make Connections	<ul style="list-style-type: none"> • Talk About It: Response to Informational Text • Respond to the Weekly Question: Written Response
Week 2	Question: What can cause water to change form? Text: Poem	abundant substance condenses altitude trickles	Spotlight on Genre: Informational Text	Shared Read: <i>Earth's Water Cycle</i> by Diane Dakers Book Club: <i>Into the Volcano</i> by Donna O'Meara	Interpret Text Features Confirm and Correct Predictions	<ul style="list-style-type: none"> • Write to Sources: Response to Informational Text • Respond to the Weekly Question: Oral Response
Week 3	Question: How can Earth's changes affect where and how we live? Text: Media (video)	comrade custom coaxed revived heed	Genre: Fiction	Shared Read: "The Dog of Pompeii" by Louis Untermeyer from <i>Best Shorts: Favorite Short Stories for Sharing</i> Book Club: <i>Into the Volcano</i> by Donna O'Meara	Analyze Plot and Setting Make Inferences	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 4	Question: How do human actions create and change cycles? Text: Diagram	edible compost conscious manufacturer contamination	Spotlight on Genre: Informational Text	Shared Read: "Let's Talk Trash" infographic (USDA) "It's Time To Get Serious About Reducing Food Waste, Feds Say" (NPR) AUDIO Book Club: <i>Into the Volcano</i> by Donna O'Meara	Compare and Contrast Accounts Monitor Comprehension	<ul style="list-style-type: none"> • Write to Sources: Response to Informational Text • Respond to the Weekly Question: Oral Response
Week 5	Question: How much should people try to influence natural systems? Text: Map	geological habitat debris advocates valve	Genre: Argumentative Text	Shared Read: <i>People Should Manage Nature</i> by Lee Francis IV Book Club: <i>Into the Volcano</i> by Donna O'Meara	Analyze Argumentative Texts Make Connections	<ul style="list-style-type: none"> • Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE											
Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis.											
Academic Vocabulary Words: disturb, cycle, impact, composed, engineer											
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	Strategy: Related Words	Skill: Consonant Changes	Text Features	Skill: Consonant Changes	1. isolate 2. isolation 3. select 4. selection 5. music	6. musician 7. hesitate 8. hesitation 9. frustrate 10. frustration	11. elect 12. election 13. mathematics 14. mathematician 15. clinic	16. clinician 17. politics 18. politician 19. coordinate 20. coordination	1. esthetics 2. esthetician 3. diagnostician	Commas and Semicolons in a Series
Week 2	I can develop knowledge about language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Skill: Syllable Patterns	Text Structure	Skill: Syllable Patterns	1. contact 2. alligator 3. escalator 4. classical 5. innocent	6. trifle 7. obstacle 8. miracle 9. icicle 10. struggle	11. medium 12. variable 13. idea 14. studio 15. stadium	16. radiate 17. strategy 18. finish 19. dutiful 20. arthritis	1. radiation 2. recreational 3. intimidation	Commas and Introductory Elements

READING-WRITING BRIDGE

Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis.

Academic Vocabulary Words: disturb, cycle, impact, composed, engineer

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Skill: Multisyllabic Words	Shades of Meaning (Connotation and Denotation)	Skill: Multisyllabic Words	1. elementary 2. miniature 3. probability 4. definition 5. literature	6. ravioli 7. cafeteria 8. mosaic 9. tuxedo 10. cylinder	11. intermediate 12. centennial 13. curiosity 14. environment 15. humiliate	16. harmonica 17. stationery 18. certificate 19. punctuation 20. amateur	1. accommodation 2. characterization 3. constituency	Title Punctuation
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Skill: Schwa	Graphic Features	Skill: Schwa	1. jewel 2. kingdom 3. gasoline 4. consolidation 5. garage	6. tropical 7. pajamas 8. universal 9. ordinary 10. humidity	11. bulletin 12. carnival 13. illustrate 14. elegant 15. census	16. terrific 17. celebrate 18. independent 19. celery 20. experiment	1. pleasurable 2. interdependent 3. problematic	Quotation Markswith Dialogue
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Skill: Vowel Changes	Rhetorical Devices Literary device of first-person point of view	Skill: Vowel Changes	1. explain 2. explanation 3. cycle 4. cyclic 5. prepare	6. preparation 7. perspire 8. perspiration 9. collide 10. collision	11. repeat 12. repetition 13. severe 14. severity 15. deduce	16. deductive 17. sincere 18. sincerity 19. physical 20. physicality	1. inflame 2. inflammation 3. designation	Interjections

WRITING

Unit Writing Goal: I can use elements of poetry to write a poem.

Unit Writing Genre: Poetry

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Poetry	What Poetry Sounds Like	What Poetry Looks Like	Brainstorm Ideas	Plan Your Poetry
Week 2	Develop Elements	Seeing Things Like a Poet	Rhythm and Rhyme	Personification	Simile and Metaphor	Interjections
Week 3	Develop Structure	Line Breaks	Stanzas	Punctuation	Rhyme Scheme	Rewriting
Week 4	Writer's Craft	When to Break the Rules	Try a New Approach	Correlative Conjunctions	Descriptive Adjectives	Edit Titles and Show Emphasis
Week 5	Publish, Celebrate, Assess	Edit for Collective Nouns	Edit for Irregular Verbs	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH

Theme Goal: I can collaborate with others to explore how elements of systems change.

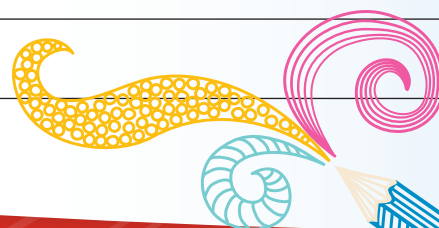
Writing Mode: Argumentative

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Title: Now Hear This! Title: Emergency! Title: Meet FEMA	Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do elements of systems change?</i> Choose a natural disaster and create a PSA (Public Service Announcement) about things people can do to be prepared and actions to take to stay safe when one occurs. Write a script that can be audio and/or video recorded.	Chart: ArgumentPrint or digital source	Example of a script for a PSA Bibliography	Tips for audio/video recording a presentation Revise for characteristics and craft of argumentative writing. Edit for language conventions	Present PSAs as videos or as live performances to the class.

Notes

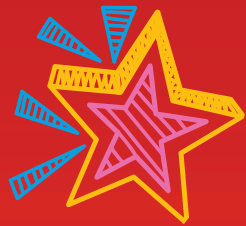


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