

5th Grade ELA 2024-2025

| August | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
| | | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |
| September | | | | |
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 1 | 2 | 3 | 4 |

Unit 1
Characters & Life Science

Approximately 31 Days

***Fall Break is Sep 30-Oct 4

Essential Standards :

| | | | |
|--------|--------|-------|-------|
| RL.5.1 | RI.5.1 | C.5.1 | L.5.1 |
| RL.5.3 | RI.5.2 | C.5.6 | L.5.2 |
| RL.5.7 | RI.5.7 | C.5.7 | L.5.4 |

Supporting Standards:

| | | | | |
|--------|---------|---------|-------|-------|
| RF.5.3 | RL.5.5 | RI.5.3 | C.5.2 | L.5.5 |
| RF.5.4 | RL.5.10 | RI.5.10 | | |

| October | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | 1 |
| November | | | | |
| M | T | W | T | F |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Unit 2
Exploring Government, Citizenship,
and Diverse Populations

Approximately 36 Days

***Thanksgiving Break is November 27-29

Essential Standards :

| | | | |
|--------|--------|-------|-------|
| RL.5.2 | RI.5.2 | C.5.2 | L.5.1 |
| RL.5.6 | RI.5.6 | | L.5.2 |
| | RI.5.8 | | L.5.4 |

Supporting Standards:

| | | | | |
|--------|---------|---------|-------|-------|
| RF.5.3 | RL.5.1 | RI.5.1 | C.5.3 | L.5.3 |
| RF.5.4 | RL.5.5 | RI.5.5 | C.5.5 | |
| | RL.5.9 | RI.5.10 | | |
| | RL.5.10 | | | |

Strategies and Skills to Build Knowledge

Grade 5 Unit 1

| | | Week 1 | Week 2 | Week 3 | Assessed Skills |
|--|--|--------|--------|--------|-----------------|
| Metacognitive & Fix-Up | RI.5.10 Ask Questions | • | • | | |
| | RI.5.10 Create Mental Images | • | | • | |
| | RI.5.10 Fix-Up: Reread to Clarify Understanding | • | | | |
| | RI.5.10 Fix-Up: Read On to Clarify or Confirm Understanding | | | • | |
| Comprehension to Build Knowledge | RI.5.2 Identify Key Details and Determine Central Ideas | • | • | | ✓ |
| | RI.5.7 Draw on Information from Multiple Sources: Charts and Graphs | • | • | • | ✓ |
| | RI.5.3 Explain Cause and Effect Relationships in a Text | • | | | ✓ |
| | RI.5.6 Determine Author's Point of View and Purpose | • | • | • | ✓ |
| | RI.5.9 Integrate Information from Several Texts on the Same Topic | | • | • | ✓ |
| | RL.5.5 Analyze Features and Structure of Poetry | | | • | |
| Vocabulary | L.5.3 Use Context Clues to Determine the Meaning of Words and Phrases | • | • | • | ✓ |
| Writing | C.5.2 Write to a Text-Based Prompt: Informational/Explanatory Essay | • | • | • | ✓ |
| Grammar & Language | L.5.1 Verb Tense to Convey Sequence (Order of Events) | • | | | |
| | L.5.1 Use Conjunctions Correctly | • | • | • | ✓ |
| | L.5.4 Correctly Use Frequently Confused Words | | | • | |
| | L.5.3 Combine Sentences for Meaning, Interest, and Style | | • | • | ✓ |
| Foundational Skills: • Fluency • Word Study | RF.5.4 F: Speed/Pacing—Fast | • | | | |
| | RF.5.4 F: Confirm or Correct Word Recognition and Understanding | | • | | |
| | RF.5.3 WS: Short Vowel Syllable Pattern | • | | | |
| | RF.5.3 WS: Long Vowels | | • | | |
| | RF.5.3 WS: r-Controlled Vowels er, ir, ur | | | • | |
| Speaking and Listening to Demonstrate Knowledge | ILP 4 Engage Effectively in Whole-Class and Peer Discussions | • | • | • | |
| | ILP 4 State, Clarify, and Support Ideas in a Constructive Conversation | • | | • | |

ILP- Interdisciplinary Literacy Practices

- = Strategy or skill introduced for the first time.
- = Previously taught strategy or skill.
- ✓ = Strategy and skill assessed on the Unit Assessment.

Strategies and Skills to Build Knowledge

Grade 5 Unit 2

| | | | Week 1 | Week 2 | Week 3 | Assessed Skills |
|--|--|--|-----------|-----------|-----------|--------------------|
| Metacognitive & Fix-Up | RL.5.10 | Draw Inferences | • | • | | |
| | RL.5.10 | Make Connections | • | | • | |
| | RL.5.10 | Fix-Up: Stop and Think About the Author's Purpose | • | | | |
| | RL.5.10 | Fix-Up: Read Out Loud to Support Comprehension | | | • | |
| Comprehension to Build Knowledge | RL.5.10 | Summarize the Text | • | • | • | ✓ |
| | RL.5.3 | Compare and Contrast Two Characters in a Story | • | • | | ✓ |
| | L.5.3 | Compare and Contrast Varieties of English (Dialect and Register) | • | | • | |
| | RL.5.7 | Analyze How Visual Elements Contribute to Meaning and Tone | • | • | | ✓ |
| | RL.5.5 | Explain How a Series of Chapters, Scenes, or Stanzas Fits Together to Provide the Structure of a Novel | | • | • | ✓ |
| L.5.5 | Interpret Figurative Language: Hyperbole | | | • | | |
| Vocabulary | L.5.3 | Use Context Clues to Determine the Meaning of Words and Phrases | • | • | • | ✓ |
| Writing | C.5.1 | Writing to a Text-Based Prompt: Opinion Essay | • | • | • | ✓ |
| Grammar & Language | L.5.1 | Use Verb Tense to Convey Various Times, Sequences, States, and Conditions | • | | • | ✓ |
| | L.5.1 | Form and Use the Past Perfect Tense | • | | | ✓ |
| | L.5.1 | Recognize and Correct Inappropriate Shifts in Verb Tense | • | | • | ✓ |
| | L.5.4 | Choose Words and Phrases to Convey Ideas Precisely | | • | | |
| | L.5.1 | Link Ideas Using Words, Phrases, and Clauses | | • | • | |
| Foundational Skills: • Fluency • Word Study | RF.5.4 | F: Expression: Characterization/Feelings | • | | | |
| | RF.5.4 | F: Pausing—Short Pauses | | • | | |
| | RF.5.3 | WS: r-Controlled Vowels /âr/, /är/, /ôr/ (air, are; ar; or, our, ore) | • | | | |
| | RF.5.3 | WS: Review Closed Syllable Pattern | | • | | |
| | RF.5.3 | WS: Review Open Syllable Pattern | | | • | |
| Speaking and Listening to Demonstrate Knowledge | ILP 4 | Engage Effectively in Whole-Class and Peer Discussions | • | • | • | |
| | ILP 4 | State, Clarify, and Support Ideas in a Constructive Conversation | • | • | • | |

ILP- Interdisciplinary Literacy Practices

- = Strategy or skill introduced for the first time.
- = Previously taught strategy or skill.
- ✓ = Strategy and skill assessed on the Unit Assessment.

Week 1 Comprehensive Literacy Planner

Essential Question: How do we decide which resources we should develop?

Phonics and Word Study
Comprehension
Writing & Language

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|---|---|---|---|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.) | 1. Introduce the Knowledge Focus: Cultivating Natural Resources Introduce the Blueprint | 4. "The Structure of a Corn Plant" Identify Key Details and Determine Central Idea RI.5.2 | 7. "The Structure of a Corn Plant" Explain Cause and Effect Relationships in a Text Begin the Blueprint RI.5.3 | 10. "The Future of a Crop" First Reading: Create Mental Images to Build Knowledge about Natural Resources RI.5.10 | 13. "The Future of a Crop" Determine Author's Point of View and Purpose RI.5.6 |
| | 2. "The Structure of a Corn Plant" First Reading: Ask Questions to Build Knowledge about Natural Resources RI.5.10 | 5. Review Short Vowel Syllable Pattern RF.5.3 | 8. "The Structure of a Corn Plant" Grammar in Context: Verb Tense to Convey Sequences L.5.1 Phonics & Word Study Resource Book: Lesson 1 RF.5.3 | 12. "The Future of a Crop" Draw on Information from Multiple Sources: Charts and Graphs RI.5.7 Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2 RF.5.3 | 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.5.3 |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RL/RI Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Conferring | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| | Set Personal Learning Goals Read Independently | Read Independently | Begin the Blueprint Read Independently | Add to the Blueprint Read the Vocabulary Practice Text | Write a Scientific Explanation: Step 1, p. 10 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write an Informative/ Explanatory Essay: Analyze a Mentor Text C.5.2 | 6. Write an Informative/ Explanatory Essay: Gather Facts and Details from a Print Source C.5.2 | 9. Write an Informative/ Explanatory Essay: Listen and View to Gather Facts and Details C.5.2 | 11. Write an Informative/ Explanatory Essay: Analyze an Author's Organization C.5.2 | 14. Grammar: Coordinating Conjunctions L.5.1 |
| Independent Writing & Conferring | Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week. | | | | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| | | |
|---|--|---|
| Metacognitive & Fix-Up | Ask Questions RI.5.10 | |
| Comprehension to Build Knowledge | Identify Key Details and Determine Central Idea RI.5.2 | ✓ |
| | Draw on Information from Multiple Sources: Charts and Graphs RI.5.7 | ✓ |
| | Determine Author's Point of View and Purpose RI.5.6 | ✓ |
| | Integrate Information from Several Texts on the Same Topic RI.5.9 | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases L.5.3 | ✓ |
| Writing | Write to a Text-Based Prompt: Informative/Explanatory Essay C.5.2 | ✓ |
| Grammar & Language | Use Conjunctions Correctly L.5.1 | ✓ |
| | Combine Sentences for Meaning, Interest, and Style L.5.3 | ✓ |
| Foundational Skills: Word Study and Fluency | F: Confirm or Correct Word Recognition and Understanding RF.5.4 | |
| | WS: Long Vowels RF.5.3 | |
| Speaking and Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions ILP 4 | |

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

| | |
|-------------------------------|--|
| Words with Long Vowels | explain weigh reason freedom bright replied explode human |
|-------------------------------|--|

Vocabulary

| | | |
|----------------------------------|--|--|
| General Academic (Tier 2) | "A Short History of a Special Plant" integrity (13) selective (13) combat (14) favorable (15) staple (15) resistant (16) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. |
| Domain-Specific (Tier 3) | "A Short History of a Special Plant" nitrogen (13) symbiosis (13) mutually beneficial (13) nutrients (13) rotation (14) genetic (15) hybrid (15) | |

Making Meaning with Words

| Word | My Definition | My Sentence |
|------|---------------|-------------|
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"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: How do we decide which resources we should develop?

| |
|------------------------|
| Phonics and Word Study |
| Comprehension |
| Writing & Language |

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|---|--|---|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/Language Lessons (30–45 MIN.) | 1. "A Short History of a Special Plant" First Reading: Ask Questions to Build Knowledge about Natural Resources RI.5.10 | 4. "A Short History of a Special Plant" Identify Key Details and Determine Central Ideas RI.5.2 | 7. "A Short History of a Special Plant" Grammar in Context: Coordinating Conjunctions and Independent Clauses L.5.1 | 10. "A Short History of a Special Plant" Close Reading: Draw on Information from Multiple Sources to Answer Cause and Effect Questions Add to the Blueprint RI.5.7 | 12. Close Reading: Integrate Information from Two Texts on the Same Topic RI.5.9 |
| | 2. Review Long Vowel Syllable Pattern RF.5.3 | 5. "A Short History of a Special Plant" Determine the Meaning of Domain-Specific Vocabulary L.5.3 Phonics & Word Study Resource Book: Lesson 1 RF.5.3 | 8. "A Short History of a Special Plant" Close Reading: Determine the Author's Point of View and Purpose Phonics & Word Study Resource Book: Lesson 2 RF.5.3 | Phonics & Word Study Resource Book: Lesson 3 RF.5.3 | 14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI.5.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Conferring | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Read Independently | Add to the Blueprint Read Independently | Write a Scientific Explanation: Step 2, p. 18 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write an Informative/ Explanatory Essay: Read and Analyze the Text-Based Prompt C.5.2 | 6. Write an Informative/ Explanatory Essay: Gather Facts and Details from a Print Source C.5.2/6 | 9. Write an Informative/ Explanatory Essay: Gather Notes from a Video Source C.5.2/6 | 11. Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas C.5.2 | 13. Language in Context: Combine Sentences for Meaning, Interest, and Style L.5.3 |
| Independent Writing & Conferring | Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week. | | | | |

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

| | | |
|---|--|---|
| Metacognitive & Fix-Up | Create Mental Images RI.5.10 | |
| | Fix-up: Read on to Clarify or Confirm Understanding RI.5.10 | |
| Comprehension to Build Knowledge | Draw on Information from Multiple Sources: Charts and Graphs RI.5.7 | ✓ |
| | Determine Author's Point of View and Purpose RI.5.6 | ✓ |
| | Integrate Information from Several Texts on the Same Topic RI.5.9 | ✓ |
| | Analyze Features and Structure of Poetry RL.5.5 | |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases L.5.3 | ✓ |
| Writing | Write to a Text-Based Prompt: Informational/Explanatory Essay C.5.2 | ✓ |
| | Use Conjunctions Correctly L.5.1 | ✓ |
| Grammar & Language | Correctly Use Frequently Confused Words L.5.4 | |
| | Combine Sentences for Meaning, Interest, and Style L.5.3 | ✓ |
| | | |
| Foundational Skills: Word Study and Fluency | WS: r-Controlled Vowels er, ir, ur RF.5.3 | |
| Speaking and Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions ILP 4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation ILP 4 | |

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

| | |
|--|---|
| Words with r-controlled Vowels /ur/ er, ir, ur | person desert determine earned first thirsty surprise future |
|--|---|

Vocabulary

| | | | |
|---------------------------|--|--|--|
| General Academic (Tier 2) | "The Science of Growing Corn" dominate (20) modified (20) resilient (20) versatile (21) processed (21) diversify (21) generate (22) dwindled (23) confinement (23) sophisticated (23) inherently (24) productivity (24) | "A Girl's Garden" idle (line 10) ideal (line 14) mistrusted (line 33) influential (bio) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. |
| | Domain-Specific (Tier 3) "The Science of Growing Corn" surplus (20) biodegradable (21) erosion (22) seedlings (22) fallow (23) pesticides (24) consolidation (24) | "A Girl's Garden" reap (line 7) plough (line 18) wheelbarrow (line 21) | |

Making Meaning with Words

| Word | My Definition | My Sentence |
|------|---------------|-------------|
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"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: How do we decide which resources we should develop?

| |
|------------------------|
| Phonics and Word Study |
| Comprehension |
| Writing & Language |

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|---|---|---|--|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30-45 MIN.) | 1. "The Science of Growing Corn" First Reading: Create Mental Images to Build Knowledge about Natural Resources RI.5.10 | 4. "The Science of Growing Corn" Close Reading: Draw on Information from Multiple Sources RI.5.9 | 7. "The Science of Growing Corn" and "A Short History of a Special Plant" Close Reading: Analyze Point of View and Purpose in Two Texts on the Same Topic RI.5.6 Add to the Blueprint | 9. Close Reading: Integrate Information from Several Texts on the Same Topic RI.5.9 | 12. "A Girl's Garden" Review the Features and Structures of Poetry RL.5.5 |
| | 2. r-Controlled Vowels /ür/ er, ir, ur RF.5.3 | 5. Language in Context: Correctly Use Frequently Confused Words L.5.4 Phonics & Word Study Resource Book: Lesson 1 | Phonics & Word Study Resource Book: Lesson 2 | 10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 | 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RI.5.10 Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Conferring | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Add to the Blueprint Read Independently | Write a Scientific Explanation: Step 3, p. 26 Read Independently | Write to Demonstrate Knowledge |
| Writing Lessons (15 MIN.) | 3. Write an Informative/ Explanatory Essay: Draft a Clear Introduction C.5.2 | 6. Write an Informative/ Explanatory Essay: Develop the Topic with Facts, Details, and Quotations from Sources C.5.2 | 8. Write an Informative/ Explanatory Essay: Link Ideas Within and Across Categories of Information C.5.2 | 11. Write an Informative/ Explanatory Essay: Edit to Combine and Reduce Sentences C.5.2 L.5.3 | 13. Write an Informative/ Explanatory Essay: Evaluate and Reflect on Writing C.5.2 |
| Independent Writing & Conferring | Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week. | | | | |

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

| | | |
|---|---|---|
| Metacognitive & Fix-Up | Draw Inferences RL.5.10 | |
| | Make Connections RL.5.10 | |
| | Fix-Up: Stop and Think About the Author's Purpose RL.5.10 | |
| Comprehension to Build Knowledge | Summarize the Text RL.5.10 | ✓ |
| | Compare and Contrast Two Characters in a Story RL.5.3 | ✓ |
| | Compare and Contrast Varieties of English (Dialect and Register) L.5.3 | |
| | Analyze How Visual Elements Contribute to Meaning and Tone RL.5.7 | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases L.5.3 | ✓ |
| Writing | Writing to a Text-Based Prompt: Opinion Essay C.5.1 | ✓ |
| Grammar & Language | Use Verb Tense to Convey Various Times, Sequences, States, and Conditions L.5.1 | ✓ |
| | Form and Use the Past Perfect Tense L.5.1 | ✓ |
| | Recognize and Correct Inappropriate Shifts in Verb Tense L.5.1 | ✓ |
| Foundational Skills: Word Study and Fluency | F: Expression: Characterization/Feelings RF.5.4 | |
| | WS: r-Controlled Vowels /är/, /är/, /ör/ (air, are, ar, or, our, ore) RF.5.3 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions 1LP4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation 1LP4 | |

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

| | |
|---|--|
| Words with r-Controlled Vowels /är/, /är/, /ör/ (air, are, ar, or, our, ore) | upstairs forward square important carefully fourteen harvest chores |
|---|--|

Vocabulary

| | | | |
|----------------------------------|--|--|--|
| General Academic (Tier 2) | "The Drive Down" mimicking (4) discomfort (4) stewing (4) cramped (4) thick silence (4) coma (4) annoyed (4) rambled (5) random (5) jacked-up (5) shades (5) | "Grandpop's Surprise" grouched (6) trance (6) peered (7) sprawled (7) handicapped (7) disabled (7) reeled (8) expression (8) blurted (8) ridiculous (8) | To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. |
| Domain-Specific (Tier 3) | "The Drive Down" karate (5) | "Grandpop's Surprise" bribery (8) sloth (8) | |

Making Meaning with Words

| Word | My Definition | My Sentence |
|------|---------------|-------------|
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"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: Why do we value certain qualities in people?

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|--|
| Phonics and Word Study |
| Comprehension |
| Writing & Language |

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|--|---|---|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.) | 1. Introduce the Knowledge Focus: Developing Characters' Relationships Introduce the Blueprint | 4. "The Drive Down" Summarize the Text RL.5.10 | 7. "The Drive Down" Compare and Contrast Two Characters in a Story RL.5.3 Begin the Blueprint | 10. "Grandpop's Surprise" First Reading: Make Connections to Build Knowledge about Realistic Fiction RL.5.10 | 13. "Grandpop's Surprise" Analyze How Visual Elements Contribute to Meaning and Tone RL.5.7 |
| | 2. "The Drive Down" First Reading: Draw Inferences to Build Knowledge about Realistic Fiction RL.5.10 | 5. Review r-Controlled Vowels /är/, /är/, /ör/ (air, are; ar; or, our, ore) RF.5.3 | 8. "The Drive Down" Grammar in Context: Form and Use the Past Perfect Verb Tense L.5.1 Phonics & Word Study Resource Book: Lesson 1 RF.5.3 | 12. "Grandpop's Surprise" Compare and Contrast Varieties of English Add to the Blueprint L.5.3 Phonics & Word Study Resource Book: Lesson 2 RF.5.3 | 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.5.3 |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RL.5.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Conferring | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| | Set Personal Learning Goals Read Independently | Read Independently | Begin the Blueprint Read Independently | Add to the Blueprint Read the Vocabulary Practice Text | Write a Character Study: Step 1, p. 10 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write an Opinion Essay: Analyze a Mentor Opinion Text C.5.1 | 6. Write an Opinion Essay: Analyze an Author's Reasons, Facts, and Details C.5.1 | 9. Write an Opinion Essay: Read a Source Text to Find Facts and Details C.5.1/6 | 11. Write an Opinion Essay: Analyze a Concluding Statement C.5.1 | 14. Grammar: Form and Use the Past Perfect Tense L.5.1 |
| Independent Writing & Conferring | Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week. | | | | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| | | |
|---|---|---|
| Metacognitive & Fix-Up | Draw Inferences RL.5.10 | |
| Comprehension to Build Knowledge | Summarize the Text RL.5.10 | ✓ |
| | Compare and Contrast Two Characters in a Story RL.5.3 | ✓ |
| | Analyze How Visual Elements Contribute to Meaning and Tone RL.5.7 | ✓ |
| | Explain How a Series of Chapters, Scenes, or Stanzas Fits Together to Provide the Structure of a Novel RL.5.5 | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases L.5.3 | ✓ |
| Writing | Writing to a Text-Based Prompt: Opinion Essay C.5.1 | ✓ |
| Grammar & Language | Choose Words and Phrases to Convey Ideas Precisely L.5.4 | |
| | Link Ideas Using Words, Phrases, and Clauses L.5.1 | |
| Foundational Skills: Word Study and Fluency | F: Pausing—Short Pauses RF.5.4 | |
| | WS: Review Closed Syllable Pattern RF.5.3 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions 1LP4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation 1LP4 | |

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

| | |
|---|---|
| Words with Closed Syllable Pattern | <p>suggest function perhaps interrupt express happiest respond victim</p> |
|---|---|

Vocabulary

| General Academic (Tier 2) | <p>“Sky-Glitter” bugged (12) direction (12) poisonous (12) adjust (12) bursting (13) tilted (14) eventually (14) jotting (15) confirmed (15) dentures (16) grinned (16) pacing (16)</p> | <p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="917 1354 1258 1795" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div> | Word | My Definition | My Sentence | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|--|---------------|---------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Word | | My Definition | My Sentence | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Domain-Specific (Tier 3) | <p>“Sky-Glitter” denomination (13) scrapple (15)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we value certain qualities in people?

| |
|------------------------|
| Phonics and Word Study |
| Comprehension |
| Writing & Language |

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|---|---|--|--|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.) | 1. "Sky-Glitter" First Reading: Draw Inferences to Build Knowledge about Realistic Fiction RL.5.10 | 4. "Sky-Glitter" Summarize the Text RL.5.10 | 7. "Sky-Glitter" Language in Context: Choose Words and Phrases to Convey Ideas Precisely L.5.4 | 10. "Sky-Glitter" Close Reading: Analyze How Visual Elements Contribute to Meaning and Tone RL.5.7 Add to the Blueprint | 12. "Sky-Glitter" Close Reading: Explain How a Series of Chapters or Scenes Fits Together to Provide the Structure of a Novel RL.5.1 |
| | 2. Review Closed Syllable Pattern RF.5.3 | 5. "Sky-Glitter" Use Context as a Clue to the Meaning of Words and Phrases L.5.3 Phonics & Word Study Resource Book: Lesson 1 RF.5.3 | 8. "Sky-Glitter" Close Reading: Compare and Contrast Two Characters RL.5.3 Phonics & Word Study Resource Book: Lesson 2 RF.5.3 | Phonics & Word Study Resource Book: Lesson 3 RF.5.3 | 14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL.5.10 Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Confering | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Read Independently | Add to the Blueprint Read Independently | Write a Character Study: Step 2, p. 18 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write an Opinion Essay: Read and Analyze the Text-Based Prompt C.5.1 | 6. Write an Opinion Essay: Develop Reasons Based on Facts and Details from Sources C.5.1 | 9. Write an Opinion Essay: Use Text Evidence to Form Your Opinion C.5.1 | 11. Write an Opinion Essay: Plan and Organize Your Opinion Essay C.5.1 | 13. Grammar: Link Ideas Using Words, Phrases, and Clauses L.5.1 |
| Independent Writing & Confering | Provide time for independent writing and peer and teacher-student confering. Meet with small groups of students who have similar writing needs. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week. | | | | |

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

| | | |
|---|---|---|
| Metacognitive & Fix-Up | Make Connections RL.5.10 | |
| | Fix-Up: Read Out Loud to Support Comprehension RL.5.10 | |
| Comprehension to Build Knowledge | Summarize the Text RL.5.10 | ✓ |
| | Compare and Contrast Varieties of English (Dialect and Register) L.5.3 | |
| | Explain How a Series of Chapters, Scenes, or Stanzas Fits Together to Provide the Structure of a Novel RL.5.5 | ✓ |
| | Interpret Figurative Language: Hyperbole L.5.5 | |
| Vocabulary | Use Context Clues to Determine Meaning of Words and Phrases L.5.3 | ✓ |
| Writing | Writing to a Text-Based Prompt: Opinion Essay C.5.1 | ✓ |
| Grammar & Language | Use Verb Tense to Convey Various Times, Sequences, States, and Conditions L.5.1 | ✓ |
| | Recognize and Correct Inappropriate Shifts in Verb Tense L.5.1 | ✓ |
| | Link Ideas Using Words, Phrases, and Clauses L.5.1 | |
| Foundational Skills: Word Study and Fluency | WS: Review Open Syllable Pattern RF.5.3 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions 1LP 4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation 1LP 4 | |

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

| | |
|----------------------------------|-----------|
| Words with Open Syllable Pattern | beginning |
| | because |
| | finally |
| | solution |
| | minor |
| | photo |
| | quietly |
| | equation |

Vocabulary

| | | | |
|---------------------------|--|---|--|
| General Academic (Tier 2) | “Ernie’s Secret” desperate (20) imitate (20) jagged (20) nervous (20) suspended (21) waltzing (22) sensitive (23) broth (23) cooed (23) clarified (23) glinting (23) | “Casey at the Bat” rumbled (line 2) recoiled (line 3) bearing (line 6) applauded (line 10) writhing (line 11) sneer (line 12) defiance (line 12) sphere (line 13) haughty (line 14) grandeur (line 14) sturdy (line 15) unheeded (line 15) | To support differentiated vocabulary instruction, have students identify words they don’t recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week. |
| | Domain-Specific (Tier 3) “Ernie’s Secret” roundhouse kick (20) picket fence (20) katana (22) | “Casey at the Bat” dell (line 2) doffed (line 7) | |

Making Meaning with Words

| Word | My Definition | My Sentence |
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“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we value certain qualities in people?

Phonics and Word Study
Comprehension
Writing & Language

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|---|--|--|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/Language Lessons (30–45 MIN.) | 1. "Ernie's Secret" First Reading: Make Connections to Build Knowledge about Realistic Fiction RL.5.10 | 4. "Ernie's Secret" Close Reading: Summarize the Text RL.5.10 | 7. Close Reading: Compare and Contrast Varieties of English Add to the Blueprint L.5.3 | 9. Close Reading: Explain How a Series of Chapters or Scenes Fits Together to Provide the Structure of a Novel RL.5.5 | 12. "Casey at Bat" Interpret Figurative Language: Hyperbole L.5.5 |
| | 2. Review Open Syllable Pattern RF.5.3 | 5. Grammar in Context: Use Verb Tenses to Convey Various Conditions L.5.1 Phonics & Word Study Resource Book: Lesson 1 RF.5.3 | Phonics & Word Study Resource Book: Lesson 2 RF.5.3 | 10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.5.3 | 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RL.5.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Confering | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Add to the Blueprint Read Independently | Write a Character Study: Step 3, p. 26 Read Independently | Write to Demonstrate Knowledge |
| Writing Lessons (15 MIN.) | 3. Write an Opinion Essay: Draft an Effective Opening Paragraph C.5.1 | 6. Write an Opinion Essay: Incorporate Reasons Supported by Facts and Details C.5.1 | 8. Write an Opinion Essay: Revise to Link Opinions with Reasons Using Words, Phrases, and Clauses C.5.1 | 11. Write an Opinion Essay: Recognize and Correct Inappropriate Shifts in Verb Tense C.5.1 L.5.1 | 13. Write an Opinion Essay: Evaluate and Reflect on Writing C.5.1 |
| Independent Writing & Confering | Provide time for independent writing and peer and teacher-student confering. Meet with small groups of students who have similar writing needs. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week. | | | | |