

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 3

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RI.5.10	Distinguish Between Important and Unimportant Information	•	•		
	RI.5.10	Summarize and Synthesize	•		•	
	RI.5.10	Fix-Up: Read More Slowly and Think About the Words	•			
	RI.5.10	Fix-Up: Reread to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	RI.5.3	Explain the Relationship Between Chronological Events in a Text	•	•	•	✓
	RI.5.8	Explain How an Author Uses Reasons and Evidence	•	•	•	✓
	RI.5.5	Compare and Contrast the Overall Structure of Concepts in Two Texts	•	•	•	✓
	RI.5.2	Determine Two or More Central Ideas and Explain How Details Support Them		•		✓
	RI.5.9	Integrate Information from Two Texts on the Same Topic			•	✓
	L.5.5	Interpret Figurative Language: Metaphor			•	
Vocabulary	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.5.2	Process Writing: Informative/Explanatory Essay	•	•	•	✓
Grammar and Language	L.5.1	Explain the Function of Prepositions	•	•		✓
	L.5.1	Use Conjunctions and Prepositions Correctly		•	•	
	L.5.1	Review Verb Tenses	•			
	L.5.2	Use Punctuation to Separate Items in a Series		•	•	✓
	L.5.2	Rules for Comma Usage		•	•	✓
Foundational Skills: • Fluency • Word Study	RF.5.4	F: Inflection/Intonation—Pitch	•			
	RF.5.4	F: Phrasing—Units of Meaning in Complex Sentences		•		
	RF.5.3	WS: Vowel-r Syllable Pattern	•			
	RF.5.3	WS: Vowel Team Syllable Pattern		•		
	RF.5.3	WS: Consonant-le Syllable Pattern			•	
Speaking and Listening to Demonstrate Language	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 4

		Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL.5.10	Ask Questions About Characters and Events	•	•	
	RL.5.10	Create Mental Images of Characters and Events	•		•
	RL.5.10	Fix-Up: Read On to Clarify or Confirm Understanding	•		
	RL.5.10	Fix-Up: Stop and Think About the Author's Purpose			•
Comprehension to Build Knowledge	RL.5.5	Explain How a Series of Sections Provides the Overall Structure of a Story	•	•	
	RL.5.6	Describe How a Narrator's Point of View Influences How Events Are Described	•	•	•
	RL.5.10	Summarize the Text		•	
	RL.5.9	Compare and Contrast Themes in Two Stories in the Same Genre		•	•
Vocabulary	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•
	L.5.5	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes	•	•	•
Writing	C.5.3	Write to a Text-Based Prompt: Narrative	•	•	•
Grammar & Language	L.5.3	Choose Words and Phrases to Convey Ideas Precisely	•		
	L.5.1	Form and Use Perfect Verb Tenses	•		•
	L.5.1	Recognize Dialect and Register: Fragments and Run-Ons		•	
	L.5.3	Develop Realistic Dialogue		•	•
	L.5.2	Use a Comma to Set Off the Words Yes and No; to Indicate Direct Address			•
	L.5.1	Use Interjections Correctly		•	
	L.5.1	Use Conjunctions Correctly			•
Foundational Skills: • Fluency • Word Study	RF.5.4	F: Expression—Anticipation/Mood	•		
	RF.5.4	F: Speed/Pacing—Slow		•	
	RF.5.3	WS: Vowel-Consonant-e Syllable Pattern	•		
	RF.5.3	WS: Homographs		•	
	RF.5.3	WS: Variant Vowels /oo/ and /oo/ (oo, ew, ould, ull)			•
Speaking and Listening to Demonstrate Language	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.
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Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Distinguish Between Important and Unimportant Information	RI.5.10	
	Summarize and Synthesize	RI.5.10	
	Fix-Up: Read More Slowly and Think About the Words	RI.5.10	
Comprehension to Build Knowledge	Explain the Relationship Between Chronological Events in a Text	RI.5.3	✓
	Explain How an Author Uses Reasons and Evidence	RI.5.8	✓
	Compare and Contrast the Overall Structure of Concepts in Two Texts	RI.5.5	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.5.4	✓
Writing	Process Writing: Informative/Explanatory Essay	C.5.2	✓
Grammar & Language	Explain the Function of Prepositions	L.5.1	✓
	Review Verb Tenses	L.5.1	
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation-Pitch	RF.5.4	
	WS: Vowel-r Syllable Pattern	RF.5.3	
Speaking & 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 Vowel-r Syllable Pattern	depart
	different
	garden
	dessert
	forty
	circulate
	favorite
	current

Vocabulary

General Academic (Tier 2)	<p>“Creating the Constitution”</p> <p>charters (4)</p> <p>established (4)</p> <p>freedoms (4)</p> <p>impact (4)</p> <p>modeled (4)</p> <p>representatives (4)</p> <p>principal (4)</p> <p>revolutionary (4)</p> <p>taxes (4)</p> <p>compromise (5)</p> <p>debate (5)</p>	<p>“President Lyndon Johnson’s Voting Rights Act Address”</p> <p>century (6)</p> <p>discrimination (6)</p> <p>dignity (6)</p> <p>excerpts (6)</p> <p>problem (6)</p> <p>solve (6)</p> <p>argument (7)</p> <p>citizen (7)</p> <p>issues (7)</p> <p>ingenious (8)</p> <p>process (8)</p> <p>oath (8)</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="1068 1360 1409 1801" 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																													
Domain-Specific (Tier 3)	<p>“Creating the Constitution”</p> <p>Constitution (4)</p> <p>delegates (4)</p> <p>historical (4)</p> <p>amendments (5)</p>	<p>“President Lyndon Johnson’s Voting Rights Act Address”</p> <p>act (6)</p> <p>Congress (6)</p>																															

“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 laws continue to evolve?

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 Lessons (30-45 MIN.)	1. Introduce the Knowledge Focus: The U.S. Constitution: Then and Now Introduce the Blueprint	4. "Creating the Constitution" Explain the Relationship Between Chronological Events in a Text RI.5.3	7. "Creating the Constitution" Build Vocabulary: Use Context Clues to Define Domain-Specific Words Begin the Blueprint L.5.1	10. "Voting Rights Address" First Reading: Summarize and Synthesize to Learn about Voting Rights RI.5.10	13. Compare and Contrast the Overall Structure of Concepts in Two Texts RI.5.5
	2. "Creating the Constitution" First Reading: Distinguish Between Important and Unimportant Information to Learn about the Constitution RI.5.10	5. Vowel-r Syllable Patterns RF.5.3	8. "Creating the Constitution" Grammar in Context: Explain the Function of Prepositions L.5.1 Phonics & Word Study Resource Book: Lesson 1 RF.5.3	12. "Voting Rights Address" Explain How an Author Uses Reasons and Evidence RI.5.8 Add to the Blueprint	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 <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.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write Interview Questions: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Develop Your Focus C.5.2	6. Write an Informative/ Explanatory Essay: Select Knowledgeable and Credible Print Sources C.5.2/6 C.5.5 C.5.2/6 C.5.2/6	9. Write an Informative/ Explanatory Essay: Gather Notes from Print Sources C.5.2/6 C.5.2/6	11. Write an Informative/ Explanatory Essay: Use Cause and Effect Text Structure to Plan and Organize an Essay C.5.2	14. Grammar: Review Verb Tenses 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 Comprehensive Literacy Planner

Essential Question: Why do laws continue to evolve?

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.)	<p>1. <i>"Fighting for the Vote" First Reading: Distinguish Between Important and Unimportant Information to Learn about Voting Rights</i> RI.5.10</p> <p>2. <i>Vowel Teams and Syllable Patterns</i> RF.5.3</p>	<p>4. <i>"Fighting for the Vote" Determine Two or More Central Ideas and Explain How Details Support Them</i> RI.5.2</p> <p>5. <i>"Fighting for the Vote" Build Vocabulary: Use Context Clues to Define Domain-Specific Words</i> L.5.4</p> <p>Phonics & Word Study Resource Book: Lesson 1 RF.5.3</p>	<p>7. <i>"Fighting for the Vote" Grammar in Context: Explain the Functions of Prepositions</i> L.5.1</p> <p>8. <i>"Fighting for the Vote" Close Reading: Explain the Relationship Between Chronological Events in a Text</i> RI.5.3</p> <p>Phonics & Word Study Resource Book: Lesson 2 RF.5.3</p>	<p>10. <i>"Fighting for the Vote" Close Reading: Explain How an Author Uses Reasons and Evidence</i> RI.5.8</p> <p>Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 3 RF.5.3</p>	<p>12. Close Reading: Compare and Contrast the Overall Structure of Concepts in Two Texts RI.5.5</p> <p>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <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. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <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. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Write Interview Questions: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	<p>3. <i>Write an Informative/ Explanatory Essay: Introduce Your Topic</i> C.5.2</p>	<p>6. <i>Write an Informative/ Explanatory Essay: Develop Your Topic With Specific Details</i> C.5.2</p>	<p>9. <i>Write an Informative/ Explanatory Essay: Use Linking Words, Phrases, and Clauses to Connect Your Ideas</i> C.5.2</p>	<p>11. <i>Write an Informative/ Explanatory Essay: Provide Concluding Statement or Section</i> C.5.2</p>	<p>13. Language: Rules for Comma Usage L.5.2</p>
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 ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.</p>				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Summarize and Synthesize <i>RI.5.10</i>	
	Fix-Up: Reread to Clarify or Confirm Understanding <i>RI.5.10</i>	
Comprehension to Build Knowledge	Explain the Relationship Between Chronological Events in a Text <i>RI.5.3</i>	✓
	Explain How an Author Uses Reasons and Evidence <i>RI.5.8</i>	✓
	Compare and Contrast the Overall Structure of Concepts in Two Texts <i>RI.5.5</i>	✓
	Interpret Figurative Language: Metaphor <i>L.5.5</i>	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.5.4</i>	✓
Writing	Process Writing: Informative/Explanatory Essay <i>C.5.2</i>	✓
Grammar & Language	Use Conjunctions and Prepositions Correctly <i>L.5.1</i>	
	Use Punctuation to Separate Items in a Series <i>L.5.2</i>	✓
	Rules for Comma Usage <i>L.5.2</i>	✓
Foundational Skills: Word Study and Fluency	WS: Consonant-le Pattern <i>RF.5.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify and Support Ides in a Constructive Conversations <i>ILP 4</i>	

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 Consonant-le Pattern	terrible puzzle circle single jungle example possible invisible
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Vocabulary

General Academic (Tier 2)	<p>“Thurgood Marshall’s Liberty Medal Acceptance Speech”</p> <p>wielded (20) influence (20) anecdotes (20) constrained (21) afforded (21) opportunity (21) prejudice (21) optimistic (22) provided (22) redemption (22) alienation (23) dissent (23) indicate (23) prevailing (23)</p>	<p>“The New Colossus”</p> <p>conquering (line 2) imprisoned (line 5) command (line 7) ancient (line 9) yearning (line 11)</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="1055 1365 1396 1806" data-label="Form"> <p>Making Meaning with Words</p> <table border="1"> <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																															
Domain-Specific (Tier 3)	<p>“Thurgood Marshall’s Liberty Medal Acceptance Speech”</p> <p>liberty (20) civil rights (20) social justice (22)</p>	<p>“The New Colossus”</p> <p>air-bridged harbor (line 8) pomp (line 11)</p>																															

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Week 3 Comprehensive Literacy Planner

Essential Question: Why do laws continue to evolve?

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. <i>“Liberty Medal Acceptance Speech”</i> First Reading: Summarize and Synthesize to Build Knowledge about Liberty RI.5.10	4. <i>“Liberty Medal Acceptance Speech”</i> Close Reading: Explain the Relationship Between Chronological Events in a Text RI.5.3	7. <i>“Liberty Medal Acceptance Speech”</i> Close Reading: Explain How an Author Uses Reasons and Evidence Add to the Blueprint RI.5.8	9. Close Reading: Integrate Information from Several Texts RI.5.9	12. <i>“The New Colossus”</i> Interpret Figurative Language: Metaphor L.5.5
	2. Consonant -le Pattern RF.5.3	5. Grammar in Context: Linking Words with the Same Clause L.5.1 Phonics & Word Study Resource Book: Lesson 1 C.5.2	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 Perspective
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. RF.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	Add to the Blueprint Read Independently	Write Interview Questions: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Revise to Improve Sentences by Expanding Sentences C.5.2 / L.5.3	6. Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary C.5.2	8. Write an Informative/ Explanatory Essay: Revise for Correct Use of Conjunctions and Prepositions C.5.2 / L.5.1	11. Write an Informative/ Explanatory Essay: Revise for Correct Comma Usage C.5.2 / L.5.2	13. Write an Informative/ Explanatory Essay: Create a Title/ Use Technology to Publish Writing C.5.4
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 Unit 3 progress-monitoring assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Ask Questions About Characters and Events RL.5.10	
	Create Mental Images of Characters and Events RL.5.10	
	Fix-Up: Read On to Clarify and Confirm Understanding RL.5.10	
Comprehension to Build Knowledge	Explain How a Series of Sections Provides the Overall Structure of a Story RL.5.5	✓
	Describe How a Narrator's Point of View Influences How Events are Described RL.5.6	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes L.5.5	✓
Writing	Write to a Text-Based Prompt: Narrative C.5.3	✓
Grammar & Language	Choose Words and Phrases to Convey Ideas Precisely C.5.3 L.5.3	
	Form and Use the Perfect Verb Tenses L.5.1	✓
Foundational Skills: Word Study and Fluency	F: Expression–Anticipation/Mood RF.5.4	
	WS: Vowel-Consonant-e 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.

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Spelling Pattern

Words with Vowel-Consonant-e Syllable Pattern	arrive
	hopeless
	widespread
	telephone
	complete
	excuse
	refuse
separate	

Vocabulary

General Academic (Tier 2)	"I Hear America Singing" and "Caged Bird" belongs (4) measures (4) mechanics (4) melodious (4) robust (4) tradition (4) varied (4) autobiographies (5) distant (5) experience (5) historian (5) inspirational (5) seldom (5)	"Gold Country" imagined (6) perspective (6) realized (6) surrounded (6) boarded (7) drifting (7) literally (7) series (7) civilized (8) defend (8) implement (8) pantomimed (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. <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Making Meaning with Words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Word</th> <th style="background-color: #27ae60; color: white;">My Definition</th> <th style="background-color: #e67e22; color: white;">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> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
	Word	My Definition		My Sentence																																
Domain-Specific (Tier 3)	"I Hear America Singing" and "Caged Bird" poetic (4)	"Gold Country" journal (6) miners (7)																																		

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

Week 1 Comprehensive Literacy Planner

Essential Question: How can other perspectives help us evaluate the world?

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: Recognizing Author’s Point of View Introduce the Blueprint	4. “I Hear America Singing” & “Caged Bird” Build Vocabulary: Determine the Meaning of Words and Phrases as They are Used in a Text L.5.4	7. “I Hear America Singing” & “Caged Bird” Describe How a Narrator’s Point of View Influences How Events Are Described RL.5.4 Begin the Blueprint	10. “Gold Country” First Reading: Create Mental Images of Characters and Events to Learn about Perspective RL.5.10	13. Build Vocabulary: Determine the Meaning of Figurative Language L.5.5
	2. “I Hear America Singing” & “Caged Bird” First Reading: Ask Questions About Characters and Events to Learn about Perspective RL.5.10	5. Vowel-Consonant-e Syllable Pattern RF.5.3	8. “I Hear America Singing” & “Caged Bird” Language in Context: Choose Words and Phrases to Convey Ideas Precisely L.5.3 Phonics & Word Study Resource Book: Lesson 1 C.5.3	12. “Gold Country” Explain How a Series of Sections Provides the Overall Structure of a Story Add to the Blueprint RL.5.5	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 <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.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Summary: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Fictional Narrative: Read a Prompt and Mentor Text C.5.3	6. Write a Fictional Narrative: Analyze Characters and Events C.5.3	9. Write a Fictional Narrative: Read to Find Character Traits in a Source Text C.5.3	11. Write a Fictional Narrative: Develop Your Character’s Voice C.5.3	14. Grammar: Form and Use Perfect Tenses 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 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 About Characters and Events <i>RL.5.10</i>	
Comprehension to Build Knowledge	Explain How a Series of Sections Provides the Overall Structure of a Story <i>RL.5.5</i>	✓
	Describe How a Narrator's Point of View Influences How Events Are Described <i>RL.5.6</i>	✓
	Summarize the Text <i>RL.5.10</i>	
	Compare and Contrast Themes in Two Stories in the Same Genre <i>RL.5.9</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.5.4</i>	✓
	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes <i>L.5.5</i>	✓
Writing	Write to a Text-Based Prompt: Narrative <i>C.5.3</i>	✓
Grammar & Language	Recognize Dialect and Register: Fragments and Run-Ons <i>L.5.1</i>	
	Develop Realistic Dialogue <i>L.5.3</i>	
	Use Interjections Correctly <i>L.5.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Speed/Pacing—Slow <i>RF.5.4</i>	
	WS: Homographs <i>RF.5.3</i>	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP 4</i>	

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

Homographs	loose pulled should regretfully newspaper afternoon goodness couldn't
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Vocabulary

General Academic (Tier 2)	<p>"I Speak Spanish, Too"</p> <p>arrived (12) irritated (12) concentration (12) encouraged (12) origin (12) remained (12) appreciative (13) confront (13) defense (13) explained (13) marvel (13) permission (13) scowled (13) mural (14) patience (14) admitted (15) respond (15) accent (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>																																	
Domain-Specific (Tier 3)	<p>"I Speak Spanish, Too"</p>	<p>Making Meaning with Words</p> <table border="1"> <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> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																	

Week 2 Comprehensive Literacy Planner

Essential Question: How can other perspectives help us evaluate the world?

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. "I Speak Spanish, Too" First Reading: Ask Questions About Characters and Events to Learn about Perspective RL.5.10	4. "I Speak Spanish, Too" Summarize the Text RL.5.10	7. "I Speak Spanish, Too" Language in Context: Recognize Dialect and Register: Fragments and Run-Ons L.5.1	10. "I Speak Spanish, Too" Close Reading: Describe How a Narrator's Point of View Influences How Events Are Described RL.5.6 Add to the Blueprint	12. Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre RL.5.9
	2. Homographs RF.5.3	5. "I Speak Spanish, Too" Build Vocabulary: Determine the Meaning of Figurative Language L.5.5 Phonics & Word Study Resource Book: Lesson 1 RF.5.3	8. "I Speak Spanish, Too" Close Reading: Explain How a Series of Sections Provides the Overall Structure of a Story Phonics & Word Study Resource Book: Lesson 2 RF.5.3	11. Write a Fictional Narrative: Develop the Character's Voice C.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 & 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 Summary: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Fictional Narrative: Read the Prompt and Checklist C.5.3	6. Write a Fictional Narrative: Use Event Descriptions from a Source Text C.5.3	9. Write a Fictional Narrative: Develop the Character C.5.3	11. Write a Fictional Narrative: Develop the Character's Voice C.5.3	13. Grammar: Develop Realistic Dialogue 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 of Characters and Events <i>RL.5.10</i>	
	Fix-Up: Stop and Think About the Author's Purpose <i>RL.5.10</i>	
Comprehension to Build Knowledge	Describe How a Narrator's Point of View Influences How Events are Described <i>RL.5.6</i>	✓
	Compare and Contrast Themes in Two Stories in the Same Genre <i>RL.5.9</i>	✓
	Describe the Poet's Message and Use of Figurative Language <i>RL.5.2 L.5.4</i>	
Vocabulary	Use Context Clues to Determine the Meaning of Words or Phrases <i>L.5.4</i>	✓
	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes <i>L.5.5</i>	✓
Writing	Write to a Text-Based Prompt: Narrative <i>C.5.3</i>	✓
Grammar & Language	Form and Use Perfect Verb Tenses <i>L.5.1</i>	✓
	Develop Realistic Dialogue <i>L.5.3</i>	
	Use a Comma to Set Off the Words Yes and No; to Indicate Direct Address <i>L.5.2</i>	
	Use Conjunctions Correctly <i>L.5.1</i>	
Foundational Skills: Word Study and Fluency	WS: Variant Vowels /ōō/ and /ōō/ (oo, ew, ould, ull) <i>RF.5.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP 4</i>	

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 Patterns

<p>Words with Variant Vowels /ōō/ and /ōō/ (oo, ew, ould, ull)</p>	<p>afternoon crookedly* dewdrop foolishly goodness smoothly mistook poolside regretfully* scoopful swooped hoodwink</p>
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*Challenge Words

Vocabulary

<p>General Academic (Tier 2)</p>	<p>"Miguel's Prophecy" prophecy (20) adapt (20) migrate (20) irrigation (21) recognize (21) advantage (22) citizen (22) clenched (22) eventually (22) determined (23) optimism (23) pitiful (23) contorted (24) grimace (24)</p>	<p>"I, Too" ashamed (29)</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 style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Making Meaning with Words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; background-color: #4a86e8; color: white;">Word</th> <th style="width: 40%; background-color: #27ae60; color: white;">Key Definition</th> <th style="width: 40%; background-color: #e74c3c; color: white;">Key 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> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	Key Definition	Key Sentence																														
Word	Key Definition	Key Sentence																																		
<p>Domain-Specific (Tier 3)</p>	<p>"Miguel's Prophecy"</p>	<p>"I, Too" nobody'll (28)</p>																																		

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Week 3 Comprehensive Literacy Planner

Essential Question: How can other perspectives help us evaluate the world?

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.)	<p>1. “<i>Miguel’s Prophecy</i>” First Reading: Create Mental Images of Characters and Events to Learn about Perspective RL.5.10</p> <p>2. Variant Vowels /ōō/ and /ōō/ RF.5.3</p>	<p>4. “<i>Miguel’s Prophecy</i>” Close Reading: Describe How a Narrator’s Point of View Influences How Events are Described RL.5.6</p> <p>5. Grammar in Context: Explain the Function of Conjunctions at the Beginning of Sentences L.5.1</p> <p>Phonics & Word Study Resource Book: Lesson 1 RF.5.3</p>	<p>7. “<i>Miguel’s Prophecy</i>” Close Reading: Determine the Meaning of Figurative Language Add to the Blueprint</p> <p>L.5.5</p> <p>Phonics & Word Study Resource Book: Lesson 2 RF.5.3</p>	<p>9. Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre RL.5.9</p> <p>10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p> <p>Phonics & Word Study Resource Book: Lesson 3 RF.5.3</p>	<p>12. “<i>I, Too.</i>” Describe the Poet’s Use of Figurative Language L.5.4</p> <p>14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <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. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <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. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Write a Summary: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a Fictional Narrative: Use Dialogue to Dramatize Events C.5.3	6. Write a Fictional Narrative: Use Descriptions to Develop Events C.5.3	8. Write a Fictional Narrative: Revise to Improve Dialogue L.5.3/C.5.3	11. Write a Fictional Narrative: Correcting Verb Tenses L.5.1	13. Write a Fictional Narrative: Evaluate and Reflect on Writing C.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 ✓	<p>Monitor students’ progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Unit 4 progress-monitoring assessment at the end of the week.</p>				