5th Grade ELA 2024-2025

		L.5.1	L.5.2		L.5.4				L.3.3						2	.4				L.5.3					
	ds:						ırds:		C.3.2			٠ ٥٠٠		- C-	L.5.2	L.5.4			ards.	C.5.3	7 5 5	6.6.5			
	Essential Standards:	C.5.1	C.5.6		C.5.7		Supporting Standards:		KI.3.3	RI.5.10		Fecential Standards		C.3.2				Sec. 50	supporting standards.	RI.5.1	DISS	2001	RI.5.10		
	Essentia	RI.5.1	RI.5.2		RI.5.7		Supportir		KL3.3	RL.5.10 R		Scentia	מפוונומ	KI.3.2	RI.5.6	RI.5.8		1	nbboltin	RL.5.1 F	RI S. S.		RL5.9 R	RL.5.10	
		RL.5.1	RL.5.3		RL.5.7			-	+				0 0 10	KL3.2	RL.5.6			U	?		4		R	RL	
	, L							2	KF.3.3	RF.5.4										RF.5.3	RESA				
		Unit 1	Characters & Life Science			Approximately 31 Days			***Fall Break is Sep 30-Oct 4					Unit 2	Exploring Government, Citizenship,	and Diverse Populations			Approximately 36 Days				TI nanksgiving Break is November 27-29		
	F	16	23	30		Ŧ	9	13	20	27	4			F	=	18	25	1		Ц	8	15	22	29	
	Τ	15	22	29		T	5	12	19	26	3			T	10	11	24	31	2	Т	7	14	21	28	
August	Μ	14	21	28	September	W	4	11	18	25	2		October	>	6	16	23	30	November	Α	9	13	20	27	
	Т		20	27		T	3	10	17	24	1			T	8	15	22	29	,	T	5	12	19	26	
	Μ		19	26		M	2	9	16	23	30			Σ	7	14	21	28		Σ	4	11	18	25	

Strategies and Skills to Build Knowledge

			Week	Week 2	Week	Assessed Skills
	RI.5.10	Distinguish Between Important and Unimportant Information	•	•		
Metacognitive & Fix-Up	RI.5.10	Summarize and Synthesize	•	-	•	
гіх-ор	RI.5.10	Fix-Up: Read More Slowly and Think About the Words	•			
	RI.5.10	Fix-Up: Reread to Clarify or Confirm Understanding			•	
	RI.5.3	Explain the Relationship Between Chronological Events in a Text	•	•	•	1
0	RI.5.8	Explain How an Author Uses Reasons and Evidence	•	•	•	J
Comprehension to Build Knowledge	RI.5.5	Compare and Contrast the Overall Structure of Concepts in Two Texts	•	•	•	7
	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	•	•	•	J
Writing	C.5.2	Process Writing: Informative/Explanatory Essay	•	•	•	1
	L.5.1	Explain the Function of Prepositions	•	•		1
Grammar and	L.5.1	Use Conjunctions and Prepositions Correctly		•	•	
Language	L.5.1	Review Verb Tenses	•			
	L.5.2	Use Punctuation to Separate Items in a Series		•	•	✓
	L.5.2	Rules for Comma Usage		•	•	1
_	RF.5.4	F: Inflection/Intonation—Pitch	•			
Foundational Skills:	RF.5.4	F: Phrasing—Units of Meaning in Complex Sentences		•		
• Fluency	RF.5.3	WS: Vowel-r Syllable Pattern	•			
Word Study	RF.5.3	WS: Vowel Team Syllable Pattern		•		
	RF.5.3	WS: Consonant-le Syllable Pattern			•	
Speaking and Listening to	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Demonstrate Language	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

 $[\]cdot$ = 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

			Week 1	Week 2	Week 3	Assess ed Skill s
	RL.5.10	Ask Questions About Characters and Events	•	•		
Metacognitive & Fix-Up	RL.5.10	Create Mental Images of Characters and Events	•		•	
α rix-up	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			•	
	RL.5.5	Explain How a Series of Sections Provides the Overall Structure of a Story	•	•		~
Comprehension to Build Knowledge	RL.5.6	Describe How a Narrator's Point of View Influences How Events Are Described	•	•	•	V
	RL.5.10	Summarize the Text		•		
	RL.5.9	Compare and Contrast Themes in Two Stories in the Same Genre		•	•	1
	RL.5.2 L.5.4	Describe the Poet's Message and Use of Figurative Language			•	
Vocabulary	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	1
Todabalary	L.5.5	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes	•	•	•	1
Writing	C.5.3	Write to a Text-Based Prompt: Narrative	•	•	•	4
	L.5.3	Choose Words and Phrases to Convey Ideas Precisely	•			
	L.5.1	Form and Use Perfect Verb Tenses	•		•	1
Grammar &	L.5.1	Recognize Dialect and Register: Fragments and Run-Ons		•		
Language	L.5.3	Develop Realistic Dialogue		•	•	
	L.5.2	Use a Comma to Set Off the Words Yes and No; to Indicate Direct Address			•	y
	L.5.1	Use Interjections Correctly		•		1
	L.5.1	Use Conjunctions Correctly			•	
	RF.5.4	F: Expression—Anticipation/Mood	•			
Foundational Skills:	RF.5.4	F: Speed/Pacing—Slow		•		
• Fluency	RF.5.3	WS: Vowel-Consonant-e Syllable Pattern	•			
Word Study	RF.5.3	WS: Homographs		•		
	RF.5.3	WS: Variant Vowels /oo/ and /oo/ (oo, ew, ould, ull)			•	
Speaking and	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Listening to Demonstrate	ILP 4					
Language		State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

 $[{]ullet}$ = Strategy or skill introduced for the first time.

^{• =} Previously taught strategy or skill.

 $[\]checkmark$ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

	Distinguish Between Important and Unimportant Information 21.5.10					
Metacognitive & Fix-Up	Summarize and Synthesize RI. 5.10					
	Fix-Up: Read More Slowly and Think About the Words RI. 5.10					
	Explain the Relationship Between Chronological Events in a Text P1.5.3					
Comprehension to Build Knowledge	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	1				
Writing	Process Writing: Informative/Explanatory Essay C. S. 2	4				
Crommon & Longuago	Explain the Function of Prepositions L.S.	✓				
Grammar & Language	Review Verb Tenses L.5.\					
Foundational Skills: Word Study	F: Inflection/Intonation-Pitch RF. 5.4					
and Fluency	WS: Vowel-r Syllable Pattern RF. 5. 3					
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions					
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation					

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

Spelling Pattern

Words with Vowel-r Syllable Pattern	depart different garden dessert forty circulate favorite current
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Vocabulary

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

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.

word	Auy Definition	My Sentence

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

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

Week I Comprehensive Literacy Planner

Essential Question: Why do laws continue to evolve?

Phonics and Word Study Comprehension Writing & Language

Day 1 a recommended to duce owledge The U.S. tution: Then ow te the Blueprint eating the fution" Reading: guish Between tant and ortant tation to about the tution S.10	Day 2 Trade book or a selection from the Constitution" Explain the Relationship Between Chronological Events in a Text RTS.3 5. Vowel-r Syllable Patterns RF.5.3	Day 3 The Read-Aloud Handboom the Read-Aloud Handboom the Read-Aloud Handboom to the Constitution" Build Vocabulary: Use Context Clues to Define Domain-Specific Words Begin the Blueprint 8. "Creating the Constitution" Grammar in Context: Explain the Function of Prepositions L. S. Phonics & Word Study Resource Constitution Study Resource Constitution Context Context Context	10. "Voting Rights Address" First Reading: Summarize and Synthesize to Learn about Voting Rights LI. 5.10 12. "Voting Rights Address" Explain How an Author Uses Reasons and Evidence RI.5.8 Add to the Blueprint Phonics & Word M	Day 5 13. Compare and Contrast the Overall Structure of Concepts in Two Texts Place Structure of Concepts in Two Texts 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
oduce owledge The U.S. tution: Then ow ce the Blueprint eating the tution" teading: quish Between tant and ortant ortant action to about the tution . 5.10	4. "Creating the Constitution" Explain the Relationship Between Chronological Events in a Text RISS 5. Vowel-r Syllable Patterns	7. "Creating the Constitution" Build Vocabulary: Use Context Clues to Define Domain-Specific Words Begin the Blueprint 8. "Creating the Constitution" Grammar in Context: Explain the Function of Prepositions L. 5. Phonics & Word	10. "Voting Rights Address" First Reading: Summarize and Synthesize to Learn about Voting Rights LI. 5.10 12. "Voting Rights Address" Explain How an Author Uses Reasons and Evidence RI.5.8 Add to the Blueprint Phonics & Word M	Contrast the Overall Structure of Concepts in Two Texts RT.5.5 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
owledge The U.S. tution: Then ow te the Blueprint eating the tution" teading: guish Between tant and ortant tation to about the tution . 5.10	Constitution" Explain the Relationship Between Chronological Events in a Text RISS 3 5. Vowel-r Syllable Patterns	Constitution" Build Vocabulary: Use Context Clues to Define Domain- Specific Words Begin the Blueprint 8. "Creating the Constitution" Grammar in Context: Explain the Function of Prepositions L. 5. Phonics & Word	Address" First Reading: Summarize and Synthesize to Learn about Voting Rights LI.510 12. "Voting Rights Address" Explain How an Author Uses Reasons and Evidence RI.5.8 Add to the Blueprint Phonics & Word	Contrast the Overall Structure of Concepts in Two Texts RT.5.5 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
eating the fution" Reading: guish Between tant and ortant ation to about the tution	in a Text RIS.3 5. Vowel-r Syllable Patterns	Begin the Blueprint 8. "Creating the Constitution" Grammar in Context: Explain the Function of Prepositions L. 5. \ Phonics & Word \(\cappa \)	12. "Voting Rights Address" Explain How an Author Uses Reasons and Evidence RI. 5.8 Add to the Blueprint Phonics & Word M	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
tution" teading: tuish Between tant and tortant totation to tution	5. Vowel-r Syllable Patterns	8. "Creating the Constitution" Grammar in Context: Explain the Function of Prepositions L.5. \ Phonics & Word \(\cappa \)	12. "Voting Rights Address" Explain How an Author Uses Reasons and Evidence RI.5.8 Add to the Blueprint Phonics & Word M	Discuss the Blueprint and Build Toward the Culminating Task
leading: guish Between tant and ortant tation to about the tution		Grammar in Context: Explain the Function of Prepositions L.5. Phonics & Word M	How an Author Uses Reasons and Evidence R1.5.8 Add to the Blueprint Phonics & Word M	and Build Toward the Culminating Task
ortant action to about the tution	RF.5.3	L.5.1 Phonics & Word M	Add to the Blueprint Phonics & Word M	1
about the tution	RF.5.3	Phonics & Word (\gamma)	Phonics & Word M	Phonics & Word
.5.10				riidines a vidia
vith small groups		Book: Lesson 1	Study Resource 6. Book: Lesson 2	Study Resource Book Lesson 3
e that all students r r with a few studer	read independently to build nts on their text selections, a	application of strategies, and		
				Write Interview
		Read Independently	Read the Vocabulary Practice Text	Questions: Step 1, p. 10 Read Independently
ative/ atory Essay: p Your Focus	6. Write an Informative/ Explanatory Essay: Select Knowledgeable	9. Write an Informative/ Explanatory Essay: Gather Notes from Print Sources	11. Write an Informative/ Explanatory Essay: Use Cause and Effect Text Structure to	14. Grammar: Review Verb Tenses
J. L	Sources (2.5.2) (6	C.5.2/6 acher-student conferring. writing needs.	an Essay C.5.2	
	ditional small-group	re that all students read independently to build are with a few students on their text selections, a ditional independent suggestions (including the resonal line of the resonant line of th	ditional small-group suggestions on the Unit Foldout. g independent time: re that all students read independently to build volume and stamina. er with a few students on their text selections, application of strategies, and ditional independent suggestions (including the Research and Inquiry Projections) Read Independently Begin the Blueprint Read Independently Independently Read Independently Separatory Essay: Explanatory Explanatory Explanatory Explanatory Essay: Explanatory Explanatory Explanatory Essay: Explanatory Explanatory Explanatory Explanatory Essay: Explanatory Explana	ditional small-group suggestions on the Unit Foldout. g independent time: re that all students read independently to build volume and stamina. er with a few students on their text selections, application of strategies, and knowledge building tasks. ditional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. Read Independently Read Informative/ Explanatory Essay: Explanatory Ess

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	Distinguish Between Important and Unimportant Information RI.5./0				
	Explain the Relationship Between Chronological Events in a Text $\mathcal{RI}.5.3$				
Comprehension to Build knowledge	Explain How an Author Uses Reasons and Evidence R.T. 5. 8	1			
	Compare and Contrast the Overall Structure of Concepts in a Two Texts RI.5.5	✓			
	Determine Two or More Central Ideas and Explain How Details Support Them RI. 5. 2	1			
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases 2.5.4	1			
Writing	Process Writing: Informative/Explanatory Essay C.5. 2	1			
	Explain the function of Prepositions 4.5.1	1			
C	Use Conjunctions and Prepositions Correctly $\angle .5.$				
Grammar & Language	Use Punctuation to Separate Items in a Series 2.5.2				
	Rules for Comma Usage 4.5.2	1			
Foundational Skills: Word Study					
and Fluency	WS: Vowel Team Syllable Pattern RF. 5. 3				
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions LP 4				
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation 1494				

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

Spelling Pattern

Words with Vowel Team Syllable Pattern	teaspoon disappoint unknown straight increase beautiful enjoyment although
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General Academic (Tier 2)	"Fighting for the Vote" grievances (12) majority (12) prevented (13) result (13) elected (13) enslaved (13) disenfranchised (14) convention (15) suppressed (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. Making Meaning with Words Word May Definition May Sentence
Domain- Specific (Tier 3)	"Fighting for the Vote" suffrage (12) ratified (13) federal law (13) ballot (13) movement (14)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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

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 fro	om the Read-Aloud Handboo	ok.	
Metacognitive, Comprehension,	1. "Fighting for the Vote" First Reading: Distinguish Between Important and Unimportant Information to Learn about Voting Rights Pare 5.10	4. "Fighting for the Vote" Determine Two or More Central Ideas and Explain How Details Support Them RT.5.2	7. "Fighting for the Vote" Grammar in Context: Explain the Functions of Prepositions	10. "Fighting for the Vote" Close Reading: Explain How an Author Uses Reasons and Evidence PI.58	12. Close Reading: Compare and Contrast the Overall Structure of Concepts in Two Texts P.T. 5.5
Vocabulary, Word Study, & Grammar/	2. Vowel Teams and Syllable Patterns	5. "Fighting for the Vote" Build	8. "Fighting for the Vote" Close		14. Build Knowledge:
Language Lessons	70	Vocabulary: Use Context Clues to	Reading: Explain the Relationship		Discuss the Blueprin
(30–45 MIN.)	RF.5.3	Define Domain- Specific Words L.S.4	Between Chronological Events in a Text R1.5.3		and Build Toward the Culminating Task
		Phonics & Word Study Resource Consider	Phonics & Word Study Resource Sook: Lesson 2	Phonics & Word Study Resource Sook: Lesson 3	
Independent Reading & Conferring	During independent tim Ensure that all students Confer with a few stude	read independently to build nts on their text selections, a	I volume and stamina. application of strategies, and		
			e Research and Inquiry Proj		
	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.)	3. Write an Informative/ Explanatory Essay: Introduce Your Topic C.5.2	6. Write an Informative/ Explanatory Essay: Develop Your Topic With Specific Details C.5.2	9. Write an Informative/ Explanatory Essay: Use Linking Words, Phrases, and Clauses to Connect Your Ideas (2.5.2	11. Write an Informative/ Explanatory Essay: Provide Concluding Statement or Section	13. Language: Rules for Comma Usage
Independent Writing & Conferring		dent writing and peer and te f students who have similar	eacher-student conferring.		
	Monitor students' progres	ss using the informal assessi	ment opportunities in each l	esson.	

Monitor students' progress using the informal assessment opportunities in each lesson

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Summarize and Synthesize RI.5.10	
	Fix-Up: Reread to Clarify or Confirm Understanding 21.5./0	
Comprehension	Explain the Relationship Between Chronological Events in a Text RI. 5.3	1
	Explain How an Author Uses Reasons and Evidence 21.5.8	1
to Build Knowledge	Compare and Contrast the Overall Structure of Concepts in Two Texts RI.5.5	1
	Interpret Figurative Language: Metaphor 4.5.5	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases 2.5.4	1
Writing	Process Writing: Informative/Explanatory Essay C.5.2	1
	Use Conjunctions and Prepositions Correctly $L.5.1$	
Grammar & Language	Use Punctuation to Separate Items in a Series 4.5.2	1
	Rules for Comma Usage L. 5. 2	1
Foundational Skills: Word Study and Fluency	WS: Consonant-le Pattern RF. 5. 3	
Speaking & Listening to	Engage Effectively in Whole-Class and Peer Discussions	
Demonstrate Knowledge	State, Clarify and Support Ides in a Constructive Conversations	

Spelling Pattern

jungle example possible invisible

General Academic (Tier 2)	"Thurgood Marshall's Liberty Medal Acceptance Speech" 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)	"The New Colossus" conquering (line 2) imprisoned (line 5) command (line7) ancient (line 9) yearning (line 11)	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. Making Meaning with Words Word May Definition May Sentence
Domain- Specific (Tier 3)	"Thurgood Marshall's Liberty Medal Acceptance Speech" liberty (20) civil rights (20) social justice (22)	"The New Colossus" air-bridged harbor (line 8) pomp (line 11)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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

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

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

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 t	rade book or a selection fro	m the Read-Aloud Handbook	L	
Metacognitive, Comprehension, Vocabulary,	1. "Liberty Medal Acceptance Speech" First Reading: Summarize and Synthesize to Build Knowledge about Liberty	4. "Liberty Medal Acceptance Speech" Close Reading: Explain the Relationship Between Chronological Events	7. "Liberty Medal Acceptance Speech" Close Reading: Explain How an Author Uses Reasons and Evidence Add to the Blueprint	9. Close Reading: Integrate Information from Several Texts RI.5.9	12. "The New Colossus" Interpret Figurative Language Metaphor
Word Study,	PI.5.10	in a Text RI.5.3	RI.5.8		
& Grammar/ Language	2. Consonant -le	5. Grammar in		10. Build Knowledge:	14. Unit Wrap-
.essons	Pattern	Context: Linking Words with the		Discuss the Blueprint	Up: Demonstrate Knowledge and
(30-45 min.)	RF.5.3	Same Clause L.5.\		and Build Toward the Culminating Task	Share Real-World Perspective
		Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource 16 Book: Lesson 2	Phonics & Word M Study Resource M Book: Lesson 3	
Independent Reading & Conferring	Build fluency using the r Revisit complex texts in T See additional small-group During independent time Ensure that all students in terms of the confer with a few student.	eader's theater scripts and F Texts for Close Reading. To suggestions on the Unit Fore: Tead independently to build to their text selections, a		cnowledge building tasks.	
	Read Independently	Read the Vocabulary		Write Interview	Write to
	neau macpenaenty	Practice Text Read Independently	Add to the Blueprint Read Independently	Questions: Step 3, p. 26	Demonstrate Knowledge
				Read Independently	
Writing Lessons (15 MIN.)	3. Write an C5.2 Informative/ L.S.3 Explanatory Essay: Revise to Improve Sentences by Expanding Sentences	6. Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary (2.5.2	8. Write an Informative/ Explanatory Essay: Revise for Correct Use of Conjunctions and Prepositions C. 5.2/L.5.	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
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

	Ask Questions About Characters and Events RL. 5.10	
Metacognitive & Fix-Up	Create Mental Images of Characters and Events RL.5.10	
	Fix-Up: Read On to Clarify and Confirm Understanding RL.5.10	
Comprehension	Explain How a Series of Sections Provides the Overall Structure of a Story RL. 5.5	1
to Build Knowledge	Describe How a Narrator's Point of View Influences How Events are Described RL.5.6	1
	Use Context Clues to Determine the Meaning of Words and Phrases L.S. 4	1
Vocabulary	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes $L.5.5$	1
Writing	Write to a Text-Based Prompt: Narrative C.5.3	1
	Choose Words and Phrases to Convey Ideas Precisely (.5.3 L.5.3	
Grammar & Language	Form and Use the Perfect Verb Tenses L.S.\	1
Foundational Skills: Word Study	F: Expression-Anticipation/Mood RF. 5.4	
and Fluency	WS: Vowel-Consonant-e Syllable Pattern RF. 5. 3	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

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

Spelling Pattern

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

General Academic (Tier 2)	"I Hear America Singing" and "Caged Bird" belongs (4) measures (4) melodious (4) robust (4) tradition (4) varied (4) autobiographies (5) distant (5) experience (5) historian (5) inspirational (5) seldom (5)	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. Making Meaning with Words Word May Definition May 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.

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

Week I 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 to	rade book or a selection fro	m the Read-Aloud Handboo	k.	
	1. Introduce the Knowledge Focus: Recognizing Author's Point of View	4. "I Hear America Singing" & "Caged Bird" Build Vocabulary: Determine the	7. "I Hear America Singing" & "Caged Bird" Describe How a Narrator's Point of View Influences	10. "Gold Country" First Reading: Create Mental Images of Characters and Events to Learn	13. Build Vocabulary Determine the Meaning of Figurative Language
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	Introduce the Blueprint	int Meaning of Words and Phrases as They are Used in a Text L.5.4	ases as They Described RL.5. (4)	RL. 5.10	L.0.0
	2. "I Hear America Singing" & "Caged Bird" First Reading: Ask Questions About Characters and Events to Learn about Perspective	5. Vowel- Consonant-e Syllable Pattern RF.S.3	8. "I Hear America Singing" & "Caged Bird" Language in Context: Choose Words and Phrases to Convey Ideas Precisely L.S.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 Blueprin and Build Toward the Culminating Task
	RL.5.10		Phonics & Word Study Resource Sook: Lesson 1	Phonics & Word (1) Study Resource (1) Book: Lesson 2	Phonics & Word Of Study Resource Such Book: Lesson 3
Small-Group Reading	Meet with small groups of students to: • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. ICL.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 Ensure that all students r Confer with a few studen	ead independently to build to on their text selections, a			
	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 (2.5.3	6. Write a Fictional Narrative: Analyze Characters and Events 0.5.3	9. Write a Fictional Narrative: Read to Find Character Traits in a Source Text	11. Write a Fictional Narrative: Develop Your Character's Voice <u>C.</u> 5.3	14. Grammar: Form and Use Perfect Tenses L. 5.
Independent Writing & Conferring		ent writing and peer and te students who have similar	acher-student conferring.		
Assessment 🎺			nent opportunities in each le		

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Ask Questions About Characters and Events RL. 5.10	
Comprehension to Build Knowledge	Explain How a Series of Sections Provides the Overall Structure of a Story RL. 5.5	1
	Describe How a Narrator's Point of View Influences How Events Are Described 72.5.6	1
	Summarize the Text RL. 5.10	
	Compare and Contrast Themes in Two Stories in the Same Genre RL.5.9	1
	Use Context Clues to Determine the Meaning of Words and Phrases L. 5.4	1
Vocabulary	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes L.5.5	1
Writing	Write to a Text-Based Prompt: Narrative C.5.3	1
	Recognize Dialect and Register: Fragments and Run-Ons L. 5.	
Grammar & Language	Develop Realistic Dialogue 1.5.3	
	Use Interjections Correctly 2.5.1	1
Foundational Skills: Word Study	F: Speed/Pacing-Slow RF. 5. 4	
and Fluency	WS: Homographs RF. 5.3	
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions 1494	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation LP 4	

Spelling Pattern

Homographs	loose pulled should regretfully newspaper afternoon goodness couldn't
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	"I Speak Spanish, Too" arrived (12) irritated (12) concentration (12) encouraged (12) origin (12) remained (12)	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.
General Academic (Tier 2)	appreciative (13) confront (13) defense (13) explained (13) marvel (13) permission (13) scowled (13) mural (14) patience (14) admitted (15) respond (15) accent (16)	Making Meaning with Words Word My Definition My Sentence
Domain- Specific (Tier 3)	"I Speak Spanish, Too"	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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.

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 fro	om the Read-Aloud Handboo	k.		
Metacognitive, Comprehension,	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	7. "I Speak Spanish, Too" Language in Context: Recognize Dialect and Register: Fragments and Run- Ons	10. "I Speak Spanish, Too" Close Reading: Describe How a Narrator's Point of View Influences How Events Are Described RL. 5.	12. Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre	
Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	2. Homographs RF. 5.3	5. "I Speak Spanish, Too" Build Vocabulary: Determine the Meaning of Figurative Language	8. "I Speak Spanish, Too" Close Reading: Explain How a Series of Sections Provides the Overall Structure of a Story	Add to the Blueprint	14. Build Knowledge Discuss the Blueprin and Build Toward the Culminating Tasi	
		Phonics & Word Study Resource In Book: Lesson 1	Phonics & Word (Y) Study Resource (G) Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3		
Small-Group Reading	Build fluency using the Revisit complex texts in	iors and st <u>rateg</u> ies using sma reader's theater scripts and	all-group texts and teacher's Reader's Theater Handbook oldout.			
Independent Reading & Conferring	Confer with a few stude	read independently to build ents on their text selections,	I volume and stamina. application of strategies, and e Research and Inquiry Projo			
	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 (2.5.3	6. Write a Fictional Narrative: Use Event Descriptions from a Source Text C 5. 3	9. Write a Fictional Narrative: Develop the Character	11. Write a Fictional Narrative: Develop the Character's Voice	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 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Create Mental Images of Characters and Events $RL.5.10$	
metacognitive & rix-op	Fix-Up: Stop and Think About the Author's Purpose RL. 5. 10	
	Describe How a Narrator's Point of View Influences How Events are Described RL.5.6	1
Comprehension to Build Knowledge	Compare and Contrast Themes in Two Stories in the Same Genre $RL.5.9$	✓
to bund knowledge	Describe the Poet's Message and Use of Figurative Language RL.5.2 L.5.4	
VL-I	Use Context Clues to Determine the Meaning of Words of Phrases L. 5. 4	1
Vocabulary	Determine the Meaning of Figurative Language: Idioms, Adages, Proverbs, Similes L.5.5	1
Writing	Write to a Text-Based Prompt: Narrative C.5.3	1
	Form and Use Perfect Verb Tenses L. 5.	1
Common a Longuese	Develop Realistic Dialogue 1,5.3	
Grammar & Language	Use a Comma to Set Off the Words Yes and No; to Indicate Direct Address $L.5.2$	
	Use Conjunctions Correctly 2.5.\	
Foundational Skills: Word Study and Fluency	WS: Variant Vowels /oo/ and /oo/ (oo, ew, ould, ull) RF. 5.3	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation UP 4	

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

Spelling Patterns

^{*}Challenge Words

Vocabulary

General Academic (Tier 2)	"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)	"I, Too" ashamed (29)	To support di instruction, h they don't record them Words. Add t week.
Domain- Specific (Tier 3)	"Miguel's Prophecy"	"I, Too" nobody'll (28)	"Making Mea Vocabulary R in the Benchr

lifferentiated vocabulary have students identify words ecognize in each text and in Making Meaning with these to words you teach each

Word	Kıy Definition	My Sentence
-		

Resources can be found online nmark Advance Library.

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

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,	1. "Miguel's Prophecy" First Reading: Create Mental Images of Characters and Events to Learn about Perspective	4. "Miguel's Prophecy" Close Reading: Describe How a Narrator's Point of View Influences How Events are Described	7. "Miguel's Prophecy" Close Reading: Determine the Meaning of Figurative Language Add to the Blueprint	9. Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre	12. "I, Too." Describ the Poet's Use of Figurative Language		
Word Study, & Grammar/ Language Lessons (30–45 MIN.)	2. Variant Vowels /oo/ and /oo/ RF. 5.3	5. Grammar in Context: Explain the Function of Conjunctions at the Beginning of	L.5.5	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14. Unit Wrap- Up: Demonstrate Knowledge and Share Real-World Perspectives		
		Phonics & Word of Study Resource of Book: Lesson 1	Phonics & Word い Study Resource い Book: Lesson 2	Phonics & Word Of Study Resource Of Book: Lesson 3			
Small-Group Reading	 Meet with small groups of students to: 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: • 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 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	6. Write a Fictional Narrative: Use Descriptions to Develop Events	8. Write a Fictional Narrative: Revise to Improve Dialogue L.5.3/C.5.3	11. Write a Fictional Narrative: Correcting Verb Tenses [.5. \	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 🗸	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Unit 4 progress-monitoring assessment at the end of the week.						