

5th Grade - Unit 3

December				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
January				
M	T	W	T	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February				
M	T	W	T	F
3	4	5	6	7

Unit 3 Technology and Themes Across Cultures

Approximately 38 Days

***Winter Break is Dec. 23 - Jan 3

Essential Standards :

RL.5.2	RI.5.3	C.5.1	L.5.1
RL.5.3	RI.5.5	C.5.6	L.5.2
RL.5.5	RI.5.9		L.5.4

Supporting Standards:

RF.5.3	RL.5.1	RI.5.1	C.5.2	L.5.5
RF.5.4	RL.5.4	RI.5.2	C.5.4	
	RL.5.7	RI.5.4	C.5.7	
	RL.5.10	RI.5.10		

February				
M	T	W	T	F
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
April				
M	T	W	T	F
31	1	2	3	4

Unit 4 Exploring the Interconnected World

Approximately 38 Days

***Spring Break is April 7-11

Essential Standards :

RL.5.2	RI.5.2	C.5.2	L.5.1
RL.5.5	RI.5.5		L.5.2
RL.5.9	RI.5.8		L.5.4
	RI.5.9		

Supporting Standards:

RF.5.3	RL.5.3	RI.5.6	C.5.3	L.5.3
RF.5.4	RL.5.6	RI.5.10	C.5.5	
	RL.5.10			

Strategies and Skills to Build Knowledge

Grade 5 Unit 5

		Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.5.10	Draw Inferences	•	•	
	RL/RI.5.10	Distinguish Between Important and Unimportant Information	•		•
	RL/RI.5.10	Fix-Up: Read Out Loud to Support Comprehension	•		
	RL/RI.5.10	Fix-Up: Read More Slowly and Think About the Words			•
Comprehension to Build Knowledge	RL.5.5	Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem	•	•	
	RI.5.3	Explain the Relationship Between Events in a Text (Problem/Solution; Chronological)	•		•
	RI.5.9	Integrate Information from Multiple Sources	•		•
	RL.5.2	Determine the Theme of a Poem		•	
	RI.5.5	Compare and Contrast the Overall Structure of Concepts in Two Texts	•		•
	RL.5.9	Compare and Contrast Poems with Similar Themes		•	
	RI.5.5	Analyze Problems/Solution Text Structure			•
Vocabulary	L.5.5	Analyze Poet's Use of Figurative Language: Personification			•
	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•
Writing	C.5.1	Process Writing: Opinion Essay	•	•	•
Grammar & Language	L.4.1*	Correctly Use Frequently Confused Words	•		
	L.3.1*	Ensure Subject-Verb and Pronoun-Antecedent Agreement		•	•
	L.5.3	Expand, Combine, and Reduce Sentences for Meaning, Reader/Listener Interest, and Style			•
	L.4.4*	Choose Words and Phrases to Convey Ideas Precisely			•
Foundational Skills: • Fluency • Word Study	RF.5.4	F: Pausing—Full Stops	•		
	RF.5.4	F: Expression—Anticipation/Mood		•	
	RF.5.3	WS: Noun Suffixes (-ology, -ant, -er, -or, -ery)	•		
	RF.5.3	WS: Latin Roots (spec, liter, vent, struct)		•	
	RF.5.3	WS: Homophones			•
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	•	•	•
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•

ILP- Interdisciplinary Literacy Practices
*Below grade level skill.

- = 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 6

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL.5.10	Make Connections	•	•		
	RL.5.10	Summarize and Synthesize	•		•	
	RL.5.10	Fix-Up: Reread to Clarify or Confirm Understanding	•		•	
Comprehension to Build Knowledge	RL.5.3	Compare and Contrast Two Characters in a Text	•	•	•	✓
	RL.5.2	Determine Theme (Based on How Characters in a Story or Drama Respond to Challenges)	•	•	•	✓
	RL.5.9	Compare and Contrast Two Stories with Similar Themes	•	•	•	✓
	RL.5.7	Analyze How Visual Elements Contribute to Meaning and Tone		•	•	✓
Vocabulary	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.5.1/2/3	Writing to a Text-Based Prompt: Informative/Explanatory, Opinion, Narrative	•	•	•	✓
Grammar & Language	L.5.1	Correct Inappropriate Fragments	•		•	✓
	L.5.1	Use Prepositions Correctly	•		•	✓
	L.5.1	Form and Use the Perfect Tense (Past Perfect)		•		✓
	L.5.3	Expand Sentences for Meaning, Reader/Listener Interest, and Style			•	✓
Foundational Skills: • Fluency • Word Study	RF.5.4	F: Inflection/Intonation—Pitch	•			
	RF.5.4	F: Expression—Dramatic Expression		•		
	RF.5.3	WS: Variant Vowel /ô/ (al, alk, all, au, aw)	•			
	RF.5.3	WS: Noun Suffixes (-tion, -ty, -sion, -ness, -ment)		•		
	RF.5.3	WS: Compound Words (Hyphenated, Open)			•	
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 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Draw Inferences <i>RL/RI.5.10</i> <i>RL/RI.5.1</i>	
	Distinguish Between Important and Unimportant Information <i>RL/RI.5.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>RL/RI.5.10</i>	
Comprehension to Build Knowledge	Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem <i>RL.5.5</i>	✓
	Explain the Relationship Between Events in a Text (Problem/Solution; Chronological) <i>RI.5.3</i>	✓
	Integrate Information from Multiple Sources <i>RI.5.9</i>	✓
	Compare and Contrast the Overall Structure of Concepts in Two Texts <i>RI.5.5</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.5.4</i>	✓
Writing	Process Writing: Opinion Essay <i>C.5.1</i>	✓
Grammar & Language	Correctly Use Frequently Confused Words <i>L.4.1*</i>	✓
Foundational Skills: Word Study and Fluency	F: Pausing—Full Stops <i>RF.5.4</i>	
	WS: Noun Suffixes (-ology, -ant, -er, -or, -ery) <i>RF.5.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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.

* Not a grade-level standard

Spelling Pattern

Words with Noun Suffixes	technology participant machinery believer narrator contestant bravery survivor
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Vocabulary

General Academic (Tier 2)	<p>“Technology and the Lowell Mill Girls” native (4) summond’d (summoned) (4) immigrant (4) launched (4) glamour (5) companions (5)</p>	<p>“Eli Whitney’s Cotton Gin” tedious (6) efficient (7) lucrative (7) devastating (7) consequences (7) network (8) overabundance (8) widespread (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="1055 1381 1404 1816" 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> <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>“Technology and the Lowell Mill Girls” mass production (4) textile (4) shuttles (5) belts (5) gearing (5) net-work (5) looms (5)</p>	<p>“Eli Whitney’s Cotton Gin” bales (6) plantation (6) cotton gin (6) steam engine (8) industrialization (8)</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: What value does technology bring to people's lives?

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: Technology's Impact on Society Introduce the Blueprint	4. "Technology and the Lowell Mill Girls" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Vocabulary L.5.4	7. "Technology and the Lowell Mill Girls" Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem Begin the Blueprint	10. "Eli Whitney's Cotton Gin" First Reading: Distinguish Between Important and Unimportant Information to Learn about Technology RI.5.10	13. Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic RI.5.9
	2. "Technology and the Lowell Mill Girls" First Reading: Draw Inferences to Build Knowledge about Technology RL.5.10 RL.5.1	5. Noun Suffixes (-ology, -ant, -er, -or, -ery) RF.5.3	8. "Eli Whitney's Cotton Gin" Language in Context: Correctly Use Frequently Confused Words L.4.1 Phonics & Word Study Resource Book: Lesson 1 RF.5.3	12. "Eli Whitney's Cotton Gin" Explain the Relationship Between Events in a Problem/Solution Text RI.5.3 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 behaviors and strategies using small-group texts and teacher's guides. RL/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.				
	Set Personal Learning Goals	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a Time Line: Step 1, p. 10
	Read Independently		Read Independently	Read the Vocabulary Practice Text	Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Brainstorm Your Initial Opinion C.5.1	6. Write an Opinion Essay: Select Knowledgeable and Credible Online Sources C.5.1 C.5.6	9. Write an Opinion Essay: Take Notes From Online Sources C.5.6	11. Write an Opinion Essay: Organize Your Essay C.5.1	14. Grammar: Understand Modifying Phrases C.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.5.1 RL.5.10	
Comprehension to Build Knowledge	Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem RL.5.5	✓
	Determine the Theme of a Poem RL.5.2	✓
	Compare and Contrast Poems with Similar Themes RL.5.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Opinion Essay C.5.1	✓
Grammar & Language	Ensure Subject-Verb and Pronoun-Antecedent Agreement L.3.1*	✓
Foundational Skills: Word Study and Fluency	F: Expression–Anticipation/Mood RF.5.4	
	WS: Latin Roots (spec, liter, vent, struct) RF.5.3	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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.

* Not a grade-level standard

Spelling Pattern

Words with Latin Roots	instructions spectacular literature adventure structure construction invention inspected
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Vocabulary

General Academic (Tier 2)	<p>“Poems of the Industrial Age” flared (12) transferred (13) flicker (13) circulating (14) prerogative (14) conspiracy (14) contentedly (13) paralleled (15) foundations (16) pry (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="906 1312 1250 1753" 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> <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>“Poems of the Industrial Age” furnaced (12) charcoal (12) confident (14) banking (12) tenements (14) anvil (16) girders (16)</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: What value does technology bring to people's lives?

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. "Poems of the Industrial Age" First Reading: Draw Inferences to Learn about Technology RL.5.1 RL.5.10</p> <p>2. Latin Roots (spec, liter, vent, struct) RF.5.3</p>	<p>4. "Poems of the Industrial Age" Determine the Theme of a Poem RL.5.2</p> <p>5. "Poems of the Industrial Age" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Vocabulary L.5.4</p> <p>Phonics & Word Study Resource Book: Lesson 1 RF.5.1</p>	<p>7. "Poems of the Industrial Age" Analyze Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement L.3.1</p> <p>8. "Poems of the Industrial Age" Close Reading: Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem RL.5.5</p> <p>Phonics & Word Study Resource Book: Lesson 2 RF.5.2</p>	<p>10. "Poems of the Industrial Age" Close Reading: Determine the Theme of a Poem RL.5.2 Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 3 RF.5.3</p>	<p>12. Close Reading: Compare and Contrast Poems with Similar Themes RL.5.9</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. 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 & Confering	<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	Create a Time Line: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Draft Your Opinion/State Your Opinion C.5.1	6. Write an Opinion Essay: Incorporate Research to Support Your Opinion C.5.1 / C.5.6	9. Write an Opinion Essay: Link Opinion and Reasons Using Words and Phrases C.5.1	11. Write an Opinion Essay: Draft a Concluding Statement C.5.1	13. Grammar in Context: Ensure Pronoun-Antecedent Agreement L.3.1
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	Distinguish Between Important and Unimportant Information RI.5.10	
	Fix-Up: Read More Slowly and Think About the Words RI.5.10	
Comprehension to Build Knowledge	Explain the Relationship Between Events in a Text (Problem/Solution: Chronological) RI.5.3	✓
	Integrate Information from Multiple Sources RI.5.9	✓
	Compare and Contrast the Overall Structure of Concepts in Two Texts RI.5.5	✓
	Analyze Problem/Solution Text Structure RI.5.5	
	Analyze Poet's Use of Figurative Language: Personification L.5.5	
Vocabulary	Use Context Clues to Determine Meaning of Words and Phrases	✓
Writing	Process Writing: Opinion Essay	✓
Grammar & Language	Expand, Combine, and Reduce Sentences for Meaning, Reader/Listener Interest, and Style L.5.3	
	Choose Words and Phrases to Convey Ideas Precisely L.4.4*	✓
	Ensure Subject-Verb and Pronoun-Antecedent Agreement L.3.1*	✓
Foundational Skills: Word Study and Fluency	WS: Homophones RF.5.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions ILP 4	
	State, Clarify, and Support Ides in a Constructive Conversations 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.

* Not a grade-level standard

Spelling Pattern

Homophones	piece
	scent
	hire
	hoarse
	whether
	weigh
	mourning
	capital

Vocabulary

General Academic (Tier 2)	<p>"The Making of the Industrial Age"</p> <p>affected (20) dramatic (20) spanned (20) originated (20) revolutionized (22) scarce (22) patented (22) declined (23) innovative (23)</p>	<p>"The Secret of Machines"</p> <p>hurled (line 15) stride (line 19) barren (line 28) humble (line 42) alter (line 43)</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 1386 1396 1827" 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> <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>"The Making of the Industrial Age"</p> <p>immigrated (21) spindle (21) hydropowered (21) steam turbines (23) forged (23)</p>	<p>"The Secret of Machines"</p> <p>gauged (line 4) plough (line 10) lever (line 23) cisterns (line 30) irrigate (line 32)</p>																																		

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

Week 3 Comprehensive Literacy Planner

Essential Question: What value does technology bring to people's lives?

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. "The Making of the Industrial Age" First Reading: Distinguish Between Important and Unimportant Information to Learn about Technology <i>RI.5.10</i></p> <p>2. Homophones <i>RF.5.3</i></p>	<p>4. "The Making of the Industrial Age" Close Reading: Explain the Relationship Between Events in a Chronological Text <i>RI.5.3</i></p> <p>5. Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement <i>L.3.1</i></p> <p>Phonics & Word Study Resource Book: Lesson 1 <i>RF.5.3</i></p>	<p>7. Close Reading: Analyze Problem/ Solution Text Structure Add to the Blueprint <i>RI.5.5</i></p> <p>Phonics & Word Study Resource Book: Lesson 2 <i>RF.5.3</i></p>	<p>9. Close Reading: Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic <i>RI.5.9</i></p> <p>10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p> <p>Phonics & Word Study Resource Book: Lesson 3 <i>RF.5.3</i></p>	<p>12. "The Secret of the Machines" Analyze Poet's Use of Figurative Language: Personification <i>L.5.5</i></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. <i>RI.5.10</i> Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. <i>RF.5.4</i> 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	Create a Time Line: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Revise to Vary Sentence Beginnings to Improve Fluency <i>C.5.1</i>	6. Write an Opinion Essay: Revise to Strengthen Opinions and Reasons <i>C.5.1</i>	8. Write an Opinion Essay: Create and Edit to Ensure Agreement <i>C.5.1</i>	11. Write an Opinion Essay: Revise Sentences to Express an Opinion Strongly <i>C.5.1</i>	13. Write an Opinion Essay: Create a Title/ Use Technology to Publish Writing <i>C.5.1</i> <i>C.5.4</i>
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 progress-monitoring assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections	RL.5.10	
	Summarize and Synthesize	RL.5.10	
	Fix-up: Reread to Clarify or Confirm Understanding	RL.5.10	
Comprehension to Build Knowledge	Compare and Contrast Two Characters in a Text	RL.5.3	✓
	Determine Theme (Based on How Characters in a Story or Drama Respond to Challenges)	RL.5.2	✓
	Compare and Contrast Two Stories with Similar Themes	RL.5.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.5.4	✓
Writing	Writing to a Text-Based Prompt: Informative/Explanatory, Narrative	C.5.2/3/	✓
Grammar & Language	Correct Inappropriate Fragments	L.5.1	✓
	Use Prepositions Correctly	L.5.1	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Pitch	RF.5.4	
	WS: Variant Vowel /ɒ/ (al, alk, all, au, aw)	RF.5.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, and Support Ideas in 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 /ɒ/	all right awkward fault scrawny launched always stalk awesome
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Vocabulary

General Academic (Tier 2)	<p>“Androcles and the Lion”</p> <p>bound (4) dense (4) flee (4) pursue (4) spectacle (4) swollen (4) devour (5) fawned (5) native (5) summoned (5)</p>	<p>“Brushfire!”</p> <p>devastation (6) establish (6) veteran (6) evacuate (7) plume (7) generations (8) priorities (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="1047 1365 1388 1795" 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> <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>“Androcles and the Lion”</p> <p>emperor (5) court (5)</p>	<p>“Brushfire!”</p> <p>canyons (6) composer (6) downstage (6) fire season (6) upstage (6) wildfires (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: What compels us to survive?

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: Up Against the Wild Introduce the Blueprint	4. “Androcles and the Lion” Build Vocabulary: Use Context Clues to Determine Word Meaning (Cause and Effect) L.5.4	7. “Androcles and the Lion” Compare and Contrast Two Characters in a Text Begin the Blueprint RL.5.3	10. “Brushfire!” First Reading: Summarize and Synthesize to Build Knowledge about the Theme of Survival RL.5.10 RL.5.2	13. Compare and Contrast Two Stories with Similar Themes RL.5.9
	2. “Androcles and the Lion” First Reading: Make Connections to Understand the Theme of Survival RL.5.10 RL.5.2	5. Variant Vowel /ô/ (al, alk, all, au, aw) RF.5.3	8. “Brushfire!” Language in Context: Compare and Contrast Varieties of English L.5.3 Phonics & Word Study Resource Book: Lesson 1 RF.5.3	12. “Brushfire!” Determine Theme By Analyzing How Characters Respond to Challenges 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.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	Begin the Blueprint	Add to the Blueprint	Make a Survival Guide: Step 1, p. 10
	Read Independently		Read Independently	Read the Vocabulary Practice Text	Read Independently
Writing Lessons (15 MIN.)	3. Write a Narrative Response: Read and Analyze a Source Text C.5.3	6. Write a Narrative Response: Read and Analyze a Text-Based Prompt C.5.3	9. Write a Narrative Response: Read Closely to Find Details and Events C.5.3	11. Write a Narrative Response: Draft a Response C.5.3	14. Write a Narrative Response: Revise and Edit a Response 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 Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections RL.5.10	
Comprehension to Build Knowledge	Compare and Contrast Two Characters in a Text RL.5.3	✓
	Determine Theme (Based on How Characters in a Story or Drama Respond to Challenges) RL.5.2	✓
	Compare and Contrast Two Stories with Similar Themes RL.5.9	✓
	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.5.4	✓
Writing	Writing to a Text-Based Prompt: Informative/Explanatory, Narrative C.5.2/3	✓
Grammar and Language	Form and Use the Perfect Tense (Past Perfect) L.5.1	✓
Foundational Skills: Word Study and Fluency	F: Expression—Dramatic Expression RF.5.4	
	WS: Noun Suffixes (-tion, -ty, -sion, -ness, -ment) 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 Noun Suffixes: -tion, -ty, -sion, -ness, -ment	occasion vegetation identity wilderness government illness exhaustion treatment
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Vocabulary

General Academic (Tier 2)	“The Law of Club and Fang” imperative (12) loaf (12) peril (12) savages (12) antagonist (13) assailants (13) combatants (13) bristled (15) consternation (15) disconsolate (15) confined (16) forlorn (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)	“The Law of Club and Fang” draught (14) hindquarters (14)	

Making Meaning with Words

Word	Key Definition	Key Sentence

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

Week 2 Comprehensive Literacy Planner

Essential Question: What compels us to survive?

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 Law of Club and Fang" First Reading: Make Connections to Build Knowledge about the Theme of Survival RL.5.10 RL.5.2	4. "The Law of Club and Fang" Analyze How Visual Elements Contribute to Meaning and Tone RL.5.7	7. "The Law of Club and Fang" Grammar in Context: Form and Use the Past Perfect Verb Tense L.5.1	10. "The Law of Club and Fang" Close Reading: Determine Theme by Analyzing How Characters Respond to Challenges RL.5.2	12. Close Reading: Compare and Contrast Two Stories with Similar Themes RL.5.9
	2. Noun Suffixes (-tion, -ty, -sion, -ness, -ment) RF.5.3	5. "The Law of Club and Fang" Build Vocabulary: Determine the Meaning of Words and Phrases Using Comparison L.5.4	8. "The Law of Club and Fang" Close Reading: Compare and Contrast Two Characters in a Text RL.5.3	Add to the Blueprint	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
		Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 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.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Make a Survival Guide: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Response: Read and Analyze a Source Text C.5.2	6. Write an Informative/ Explanatory Response: Read and Analyze a Text-Based Prompt C.5.2	9. Write an Informative/ Explanatory Response: Read Closely to Find Text Evidence C.5.2	11. Write an Informative/ Explanatory Response: Draft a Response C.5.2	13. Write an Informative/ Explanatory Response: Revise and Edit a Response C.5.2
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	Summarize and Synthesize RL.5.10	
	Fix-Up: Reread to Clarify or Confirm Understanding RL.5.10	
Comprehension to Build Knowledge	Compare and Contrast Two Characters in a Text RL.5.3	✓
	Determine Theme (Based on How Characters in a Story or Drama Respond to Challenges) RL.5.2	✓
	Compare and Contrast Two Stories with Similar Themes RL.5.9	✓
	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.5.4	✓
Writing	Writing to a Text-Based Prompt: Informative/Explanatory, Opinion, Narrative C.5.2/1/3	✓
Grammar and Language	Correct Inappropriate Fragments L.5.1	✓
	Use Prepositions Correctly L.5.1	✓
	Expand Sentences for Meaning, Reader/Listener Interest, and Style L.5.3	✓
Foundational Skills: Word Study and Fluency	WS: Compound Words (Hyphenated, Open) RF.5.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-class and Peer Discussions ILP 4	
	State, Clarify, and Support Ides in a Constructive Conversations 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

Compound Words (Hyphenated, Open)	short-handed in-depth self-discipline nail-biter ready-make polar region each other well-being
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Vocabulary

General Academic (Tier 2)	<p>"The Knotted Branch" blundered (20) hostages (20) intertwined (20) notch (21) ancient (22) brush (22) concealed (22) weary (22) well-worn (22)</p>	<p>"Hunting Snake" grace (line 1) reeling (line 4) quested (line 6) intent (line 10)</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 1386 1380 1827" style="border: 1px solid black; padding: 5px;"> <p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Word</th> <th style="background-color: #2e8b57; color: white;">My Definition</th> <th style="background-color: #d9534f; 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)	<p>"The Knotted Branch" thickets (20) hemlock (23)</p>	<p>"Hunting Snake" prey (line 14)</p>	<p>"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p>																																	

Week 3 Comprehensive Literacy Planner

Essential Question: What compels us to survive?

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 Knotted Branch" First Reading: Summarize and Synthesize to Build Knowledge about the Theme of Survival RL.5.10 RL.5.2 RF.5.3	4. "The Knotted Branch" Close Reading: Compare and Contrast Two Characters in a Text RL.5.3 5. Grammar in Context: Explain the Functions of Prepositions Phonics & Word Study Resource Book: Lesson 1 RF.5.3	7. "The Knotted Branch" Close Reading: Determine Theme by Analyzing How Characters Respond to Challenges Add to the Blueprint RL.5.2 Phonics & Word Study Resource Book: Lesson 2 RF.5.3	9. Close Reading: Compare and Contrast Two Texts with Similar Themes RL.5.9 10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.5.3	12. "Hunting Snake" Analyze How Multimedia Contributes to Tone and Meaning RL.5.7 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 <u>reading behaviors and 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.				
Writing Lessons (15 MIN.)	3. Write an Opinion Response: Read and Analyze Source Texts C.5.7 C.5.1	6. Write an Opinion Response: Read and Analyze a Text-Based Prompt C.5.1	8. Write an Opinion Response: State and Support an Opinion Using Text Evidence C.5.1	11. Write an Opinion Response: Draft a Response C.5.1	13. Write an Opinion Response: Revise and Edit a Response 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. You may wish to administer the Unit 6 progress-monitoring assessment at the end of the week.				