

5th Grade - Unit 4

Unit 3 Technology and Themes Across Cultures

Approximately 38 Days

***Winter Break is Dec. 23 - Jan 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

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		

Unit 4 Exploring the Interconnected World

Approximately 38 Days

***Spring Break is April 7-11

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

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 7

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RI/RL.5.10	Apply Strategies	•	•	•	
	RI/RL.5.10	Fix-Up: Stop and Think About the Author's Purpose	•			
	RI/RL.5.10	Fix-Up: Read Out Loud to Support Comprehension			•	
Comprehension to Build Knowledge	L.5.3	Compare and Contrast the Varieties of English Used in a Text	•		•	✓
	RI.5.5	Compare and Contrast the Overall Structure of Events in Two or More Texts (Chronology)	•	•		✓
	RI.5.2	Determine Two or More Main Ideas and Explain How Details Support Them	•	•		✓
	RI.5.8	Explain How an Author Uses Reasons and Evidence to Support Particular Points		•		✓
	RI.5.9	Integrate Information from Several Texts on the Same Topic		•	•	✓
	RL.5.2	Determine Theme			•	✓
	RL.5.4 L.5.5	Analyze Imagery			•	
Vocabulary	L.5.4	Use Context Clues to Determine Meaning of Words and Phrases	•	•	•	✓
Writing	C.5.3	Process Writing: Narrative	•	•	•	✓
Grammar & Language	L.5.3	Dialect and Register: Fragments and Run-Ons	•			
	L.5.3	Expanding, Combining, and Reducing Sentences for Meaning, Interest, and Style	•		•	✓
	L.5.1	Use Correlative Conjunctions		•		✓
	L.5.2	Choose Punctuation for Effect			•	✓
Foundational Skills: • Fluency • Word Study	RF.5.4	F: Confirm or Correct Word Recognition and Understanding	•			
	RF.5.4	F: Speed/Pacing—Varied		•		
	RF.5.3	WS: Final /ə/ and /ər/	•			
	RF.5.3	WS: Prefixes (re-, pre-, dis-, mis-)		•		✓
	RF.5.3	WS: Silent Letters (kn, wr, gh, gn, wh)			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-class, Small-Group, and Partner Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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 8

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.5.10	Apply Strategies	•	•	•	
	RL/RI.5.10	Fix-up: Read More Slowly and Think About the Words	•			
	RL/RI.5.10	Fix-up: Reread to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	RL.5.3	Compare and Contrast Characters in a Story	•	•		✓
	RI.5.8	Explain How an Author Uses Reasons and Evidence	•		•	✓
	RI.5.9	Integrate Information from Two Texts to Speak Knowledgeably About a Topic	•		•	✓
	RL.5.10	Summarize the Text		•		✓
	RL.5.5	Explain How Parts of a Text Fit Together to Provide the Overall Structure		•		✓
	RL.5.9	Compare and Contrast Two Texts With Similar Themes		•		✓
	RI.5.3	Explain the Relationship Between Events in a Scientific Text			•	
Vocabulary	RL.5.2	Determine Multiple Themes from a Poem			•	
	L.5.5	Determine the Meaning of Figurative Language: Similes, Metaphors, Personification	•	•		✓
Writing	L.5.4	Use Context Clues to Determine Meaning of Words and Phrases	•	•	•	✓
	C.5.2/5.5	Process Writing: Research Project	•	•	•	✓
Grammar & Language	L.5.3	Expand Sentences for Meaning, Interest, and Style	•			
	L.5.2	Use a Comma to Separate an Introductory Element	•			✓
	L.5.2	Use the Punctuation to Separate Items in a Series	•			✓
	L.5.1	Form and Use Verbs Tenses (Past Perfect & Present Perfect)		•	•	✓
	L.5.1	Recognize Inappropriate Shifts in Verb Tense		•	•	✓
	L.5.1	Use Verb Tense to Convey Various Conditions			•	✓
Foundational Skills: • Fluency • Word Study	RF.5.4	F: Inflection/Intonation—Volume	•			
	RF.5.4	F: Confirm or Correct Word Recognition and Understanding		•		
	RF.5.3	WS: /ou/ and /oi/	•			
	RF.5.3	WS: Latin Roots (aud, vis, form, cede)		•		✓
	RF.5.3	WS: Adjectives Suffixes (-y, -ent, -ive, -ic, -ful)			•	✓
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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	Apply Strategies RI.5.10	
	Fix-Up: Stop and Think About the Author's Purpose RI.5.10	
Comprehension to Build Knowledge	Compare and Contrast the Varieties of English Used in a Text L.5.3	✓
	Compare and Contrast the Overall Structure of Events in Two or More Texts (Chronology) RI.5.5	✓
	Determine Two or More Main Ideas and Explain How Details Support Them RI.5.2	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Narrative C.5.3	✓
Grammar & Language	Dialect and Register: Fragments and Run-Ons L.5.3	
	Expanding, Combining, and Reducing Sentences for Meaning, Interest, and Style L.5.3	
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding RF.5.4	
	WS: Final /əl/ and /ər/ RF.5.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 Final /əl/ and /ər/	medical
	another
	honor
	hospital
	signal
	model
	fossil
	mirror

Vocabulary

General Academic (Tier 2)	"The Banners of Freedom" liberate (4) tyrants (4) enslaved (4) drafted (4) freedom (4) revolution (4) discharged (5) emancipated (5) bargain (5) contract (5)	"Road to Revolution" colonies (6) situation (6) provided (6) taxed (6) military (7) deprivation (7) rebellion (7) clash (8) independence (8)	To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.
	Domain-Specific (Tier 3)	"The Banners of Freedom" memoir (4) militia (4)	

Making Meaning with Words

Word	My Definition	My Sentence

"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 does conflict shape a society?

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: Conflicts That Shaped a Nation Introduce the Blueprint	4. "The Banners of Freedom" Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary RI.5.4 L.5.4	7. "The Banners of Freedom" Determine Two or More Central Ideas and Explain How Details Support Them RI.5.2 Begin the Blueprint	10. "Road to Revolution" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge about the American Revolution RI.5.10	13. Compare and Contrast the Overall Structure of Events in Two or More Texts RI.5.5
	2. "The Banners of Freedom" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about American Revolution RI.5.10	5. Final /ə/ and /ər/ RF.5.3	8. "The Banners of Freedom" and "Road to Revolution" Language in Context: Dialect and Register L.5.3	12. "Road to Revolution" Compare and Contrast the Varieties of English Used in a Text Add to the Blueprint	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI.5.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Historical Fiction Dialogue: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Read and Analyze a Mentor Text C.5.3	6. Write Historical Fiction: Brainstorm a Historical Context and Strong Ideas C.5.3	9. Write Historical Fiction: Evaluate Your Ideas C.5.3	11. Write Historical Fiction: Develop Characters and Events C.5.3	14. Grammar: Reduce Sentences for Meaning, Interest, and Style L.5.3
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RI.5.10	
Comprehension to Build Knowledge	Compare and Contrast the Overall Structure of Events in Two or More Texts (Chronology) RI.5.5	✓
	Determine Two or More Central Ideas and Explain How Details Support Them RI.5.2	✓
	Explain How an Author Uses Reasons and Evidence to Support Particular Points RI.5.8	✓
	Integrate Information from Several Texts on the Same Topic RI.5.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Narrative C.5.3	✓
Grammar & Language	Use Correlative Conjunctions L.5.1	✓
Foundational Skills: Word Study and Fluency	F: Speed/Pacing–Varied RF.5.4	
	WS: Prefixes: re-, pre-, dis-, mis- RF.5.3	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 Prefixes: re-, pre-, dis-, mis-	reunited
	precautions
	misguided
	rebuild
	disagree
	misspell
	preorder
	prehistoric

Vocabulary

General Academic (Tier 2)	<p>“Native Americans in the Revolution”</p> <p>endured (12)</p> <p>resented (12)</p> <p>encountered (12)</p> <p>exchange (12)</p> <p>neutral (12)</p> <p>cause (13)</p> <p>sympathized (14)</p> <p>raged (14)</p> <p>surrendered (15)</p> <p>opinion (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)	

Making Meaning with Words

Word	My Definition	My 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: How does conflict shape a society?

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>“Native Americans in the Revolution”</i> First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about the American Revolution RI.5.10</p>	<p>4. <i>“Native Americans in the Revolution”</i> Determine Two or More Central Ideas and Explain How Details Support Them RI.5.2</p>	<p>7. <i>“Native Americans in the Revolution”</i> Grammar in Context: Correlative Conjunctions L.5.1</p>	<p>10. <i>“Native Americans in the Revolution”</i> Close Reading: Explain How an Author Uses Reasons and Evidence to Support Particular Points Add to the Blueprint RI.5.8</p>	<p>12. Close Reading: Integrate Information from Several Texts on the Same Topic RI.5.9</p>
	<p>2. Prefixes: re-, pre-, dis-, mis- RF.5.3</p>	<p>5. <i>“Native Americans in the Revolution”</i> Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary Phonics & Word Study Resource Book: Lesson 1 RF.5.3</p>	<p>8. Close Reading: Compare and Contrast the Overall Structure of Events in Two or More Texts Phonics & Word Study Resource Book: Lesson 2 RF.5.3</p>	<p>Phonics & Word Study Resource Book: Lesson 3 RF.5.3</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 <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. <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 a Historical Fiction Dialogue: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	<p>3. Write Historical Fiction: Establish a Situation/Introduce Characters C.5.3</p>	<p>6. Write Historical Fiction: Use Description to Develop Characters and Story Events C.5.3</p>	<p>9. Write Historical Fiction: Use Dialogue to Develop Characters and Story Events C.5.3</p>	<p>11. Write Historical Fiction: Provide a Conclusion C.5.3</p>	<p>13. Grammar: Use Correlative Conjunctions L.5.1</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	Apply Strategies RL.5.10	
	Fix-Up: Read Out Loud to Support Comprehension RL.5.10	
Comprehension to Build Knowledge	Compare and Contrast the Varieties of English Used in a Text L.5.3	✓
	Integrate Information from Several Texts on the Same Topic RI.5.9	✓
	Determine Theme RL.5.2	✓
	Analyze Imagery RL.5.4 L.5.5	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Narrative C.5.3	✓
Grammar & Language	Expanding, Combining, and Reducing Sentences for Meaning, Interest, and Style L.5.3	✓
	Choose Punctuation for Effect L.5.2	✓
Foundational Skills: Word Study and Fluency	WS: Silent Letters: kn, wr, gh, gn, wh RF.5.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions 1LP 4	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversations 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 Silent Letters: kn, wr, gh, gn, wh	assignment
	whole
	eighteen
	written
	know
	ghost
	knowledge
	design

Vocabulary

General Academic (Tier 2)	"The Eighteenth of April" unexpected (20) campaign (20) expedition (20) troops (20) realized (21) mountings (22) pretended (24)	"Paul Revere's Ride" alarm (line 12) impatient (line 15) emerge (line 36) defiance (line 42)	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 Eighteenth of April" novel (20) excerpt (20) minutemen (20)	

Making Meaning with Words

Word	My Definition	My Sentence

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

Week 3 Comprehensive Literacy Planner

Essential Question: How does conflict shape a society?

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 Eighteenth of April" First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about the American Revolution RL.5.10	4. "The Eighteenth of April" Close Reading: Compare and Contrast the Varieties of English Used in a Text L.5.3	7. "The Eighteenth of April" and "The Banners of Freedom" Close Reading: Determine Theme Add to the Blueprint RL.5.2	9. Close Reading: Integrate Information from Several Texts RI.5.9	12. "Paul Revere's Ride" Analyze Poet's Use of Figurative Language: Imagery RL.5.4 L.5.5
	2. Silent Letters: kn, wr, gh, gn, wh RF.5.3	5. Grammar in Context: Choose Punctuation for Effect	Phonics & Word Study Resource Book: Lesson 1 RF.5.3	Phonics & Word Study Resource Book: Lesson 2 RF.5.3	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
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.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Write a Historical Fiction Dialogue: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Use Descriptive Words to Convey Experiences and Events Precisely C.5.3	6. Write Historical Fiction: Use a Variety of Transitional Words and Phrases to Convey Sequence C.5.3	8. Write Historical Fiction: Choose Punctuation for Effect L.5.2	11. Write Historical Fiction: Expanding, Combining, and Reducing Sentences for Meaning L.5.3	13. Write Historical Fiction: 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 progress-monitoring assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RL/RI.5.10	
	Fix-up: Read More Slowly and Think About the Words RL/RI.5.10	
Comprehension to Build Knowledge	Compare and Contrast Characters in a Story RL.5.3	✓
	Explain How an Author Uses Reasons and Evidence RI.5.8	✓
	Integrate Information from Two Texts to Speak Knowledgeably About a Topic RI.5.9	✓
Vocabulary	Determine the Meaning of Figurative Language: Similes, Metaphors, Personification L.5.5	✓
	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Research Project C.5.2/5	✓
Grammar & Language	Expand Sentences for Meaning, Interest, and Style L.5.3	
	Use a Comma to Separate an Introductory Element L.5.3	✓
	Use Punctuation to Separate Items in a Series L.5.2	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation—Volume RF.5.4	
	WS: /ou/ and /oi/ RF.5.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions LP 4	
	State, Clarify, Support, Evaluate, and Compare Ideas in Constructive Conversation LP 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 /ou/ and /oi/	mountain powerful moisture joyously loyal noisy amount coward
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Vocabulary

General Academic (Tier 2)	<p>“The Odyssey Begins” frantically (4) odyssey (4) warriors (4) century (4) surrender (4) lurked (5) anxious (5) collapsed (5) provisions (5) innocent (5)</p>	<p>“Water-Wise Landscaper” scarce (6) interview (6) conducted (6) specializes (6) common (6) deserts (6) regions (6) reservoirs (6) irrigation (7) techniques (7)</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 1411 1393 1858" 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>“The Odyssey Begins” poem (4)</p>	<p>“Water-Wise Landscaper” horticulturist (6) succulents (7)</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 does water mean to people and the societies they live in?

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: Water: Fact and Fiction Introduce the Blueprint	4. "The Odyssey Begins" Build Vocabulary: Determine the Meaning of Figurative Language L.5.5	7. "The Odyssey Begins" Compare and Contrast Characters in a Story Begin the Blueprint RL.5.3	10. "Water-Wise Landscaper" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge about Water Conservation RI.5.10	13. Integrate Information from Two Texts to Speak Knowledgeably About a Topic RI.5.9
	2. "The Odyssey Begins" First Reading: Apply Metacognitive & Fluency Strategies to Learn about the Role of Water in Mythology RL.5.10	5. Introduce /ou/ and /oi/ RF.5.3	8. "The Odyssey Begins" Language in Context: Choose Punctuation for Effect L.5.3 Phonics & Word Study Resource Book: Lesson 1 RF.5.3	12. "Water-Wise Landscaper" Explain How an Author Uses Reasons and Evidence 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 <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL/RI.5.10 Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.3 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	Create a Public Service Announcement: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Research Project: Develop Your Focus C.5.5	6. Write a Research Project: Select Knowledgeable and Credible Print Sources C.5.5	9. Write a Research Project: Take Notes from Print Sources C.5.5/6	11. Write a Research Project: Use Cause and Effect Text Structure to Plan and Organize an Essay C.5.2	14. Language: Expand Sentences for Meaning, Interest, and Style L.5.3
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RL.5.10	
Comprehension to Build Knowledge	Compare and Contrast Characters in a Story RL.5.3	✓
	Summarize the Text RL.5.10	✓
	Explain How Parts of a Text Fit Together to Provide the Overall Structure RL.5.5	✓
	Compare and Contrast Two Texts With Similar Themes RL.5.9	✓
Vocabulary	Determine the Meaning of Figurative Language: Similes, Metaphors, Personification L.5.5	✓
	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Research Project C.5.2/C.5.5	✓
Grammar & Language	Form and Use Verbs Tenses (Past Perfect & Present Perfect) L.5.1	✓
	Recognize Inappropriate Shifts in Verb Tense L.5.1	✓
	Use Verb Tense to Convey Various Conditions L.5.1	✓
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding RF.5.4	
	WS: Latin Roots (aud, vis, form, cede) RF.5.3	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 Latin Roots: aud, vis, form, cede	audience audible visualize vision transformed uniform recede proceed
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Vocabulary

General Academic (Tier 2)	<p>"The Voyage" gathered (12) skillfully (12) discovered (12) finally (12) surface (13) astonishing (14) enchanted (14) impervious (14) possess (14) distant (14) completely (15))</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 1388 1252 1835" 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 Voyage" goddess (13) gods (15)</p>																																		

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

Week 2 Comprehensive Literacy Planner

Essential Question: What does water mean to people and the societies they live in?

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 Voyage" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge about Water in Mythology RL.5.10	4. "The Voyage" Summarize the Text RL.5.10	7. "The Voyage" Grammar in Context: Past Perfect Verb Tense L.5.1	10. "The Voyage" Close Reading: Determine the Meaning of Figurative Language Add to the Blueprint L.5.5	12. Close Reading: Compare and Contrast Two Texts with Similar Themes RL.5.9
	2. Latin Roots (aud, vis, form, cede) RF.5.3	5. "The Voyage" Explain How Parts of a Text Fit Together to Provide the Overall Structure RL.5.5 Phonics & Word Study Resource Book: Lesson 1 RF.5.3	8. "The Voyage" Close Reading: Compare and Contrast Characters in a Story RL.5.3 Phonics & Word Study Resource Book: Lesson 2 RF.5.3	Phonics & Word Study Resource Book: Lesson 3 RF.5.3	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading 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.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Public Service Announcement: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Research Project: Introduce Your Topic C.5.2/C.5.5	6. Write a Research Project: Develop Your Topic with Facts, Details, and Quotations C.5.2/5	9. Write a Research Project: Use Linking Words, Phrases, and Clauses to Connect Your Ideas C.5.2/5	11. Write a Research Project: Provide a Concluding Statement or Section C.5.2/5	13. Grammar: Sentences with Multiple 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 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RI.5.10	
	Fix-Up: Reread to Clarify or Confirm Understanding RI.5.10	
Comprehension to Build Knowledge	Explain How an Author Uses Reasons and Evidence RI.5.8	✓
	Integrate Information from Two Texts to Speak Knowledgeably About a Topic RI.5.9	✓
	Explain the Relationship Between Events in a Scientific Text RI.5.3	
	Determine Multiple Themes in a Poem RL.5.2	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Process Writing: Research Project C.5.2 / 5.5	✓
Grammar & Language	Form and Use Verbs Tenses (Past Perfect & Present Perfect) L.5.1	✓
	Recognize Inappropriate Shifts in Verb Tense L.5.1	✓
	Use Verb Tense to Convey Various Conditions L.5.1	✓
Foundational Skills: Word Study and Fluency	WS: Adjective Suffixes (-y, -ent, -ive, -ic, -ful) RF.5.3	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-class, Small-Group, and Partner Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare Ideas 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

Words with Adjective Suffixes: -y, -ent, -ive, -ic, -ful	independent impressive confident historic peaceful healthy excellent optimistic
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Vocabulary

General Academic (Tier 2)	"Questions and Answers About Oceans" environment (20) average (20) unique (20) percent (20) adapt (21) turbulence (23) absorbs (23)	"Burn Lake" bypass (line 1) revelation (line 11) interstate (line 12) sewage (line 13) public (line 15)	To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.
	Domain-Specific (Tier 3) "Questions and Answers About Oceans" article (20) krill (21) plankton (21) algae (21) coral (22)	"Burn Lake" silt (line 6) autobiographical (bio)	

Making Meaning with Words

Word	My Definition	My Sentence

"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 does water mean to people and the societies they live in?

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. "Questions and Answers About the Oceans" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge about Oceans RI.5.10	4. "Questions and Answers About the Oceans" Close Reading: Explain How an Author Uses Reasons and Evidence RI.5.8	7. "Questions and Answers About the Oceans" Close Reading: Explain the Relationship Between Events in a Scientific Text Add to the Blueprint	9. Close Reading: Integrate Information from Two Texts on the Same Topic RI.5.9	12. "Burn Lake" Determine Multiple Themes of a Poem RL.5.2
	2. Adjective Suffixes (-y, -ent, -ive, -ic, -ful) RF.5.3	5. Grammar in Context: Verb Tense to Convey Conditions Phonics & Word Study Resource Book: Lesson 1 RF.5.3	RI.5.3 Phonics & Word Study Resource Book: Lesson 2 RF.5.3	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.5.3	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World 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. RI/RLS.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	Create a Public Service Announcement: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a Research Project: Revise to Improve Writing by Expanding Sentences C.5.2	6. Write a Research Project: Revise to Include Domain-Specific Vocabulary C.5.2	8. Write a Research Project: Edit for Correct Use of Verb Tenses C.5.2 L.5.1	11. Write a Research Project: Edit to Use Verb Tense to Convey Various Times, Sequences, States, and Conditions C.5.2 L.5.1	13. Write a Research Project: Create a Title/Use Technology to Publish Writing C.5.2 C.5.5 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 progress-monitoring assessment at the end of the week.				