

# 5<sup>th</sup> Grade - Unit 5

April				
M	T	W	T	F
14	15	16	17	18
21	22	23	24	25
May				
M	T	W	T	F
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

## Unit 5 Economics & Physical Sciences

Approximately 31 Days

Final Assessment is KSA

### Essential Standards :

RL.5.3	RI.5.3	C.5.1	L.5.1
RL.5.4	RI.5.8	C.5.6	L.5.2
RL.5.9			L.5.4

### Supporting Standards:

RF.5.3	RL.5.7	RI.5.7	C.5.4
RF.5.4	RL.5.10	RI.5.10	

# Strategies and Skills to Build Knowledge

## Grade 5 Unit 9

			Week 1	Week 2	Week 3	Assessed Skills
<b>Metacognitive &amp; Fix-Up</b>	RI.5.10	Apply Strategies	•	•	•	
	RI.5.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
	RI.5.10	Fix-Up: Stop and Think About the Author's Purpose			•	
<b>Comprehension to Build Knowledge</b>	RI.5.6	Draw on Information from Multiple Sources	•	•	•	✓
	RI.5.8	Explain How an Author Uses Reasons and Evidence	•	•	•	✓
	RI.5.9	Integrate Information from Several Texts on the Same Topic	•	•	•	✓
	RI.5.2	Determine Two or More Central Ideas and Explain How Key Details Support Them		•		
	RL.5.4	Analyze the Poet's Use of Figurative Language			•	
<b>Vocabulary</b>	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
	L.5.4	Determine or Clarify the Meaning of Multiple-Meaning Words	•			✓
<b>Writing</b>	C.5.4 C.5.1	Multimedia Presentation	•	•	•	✓
<b>Grammar &amp; Language</b>	L.5.1	Form and Use Present Perfect and Past Perfect Tense	•		•	✓
	L.5.1 L.5.3	Use Subordinating Conjunctions		•		✓
<b>Foundational Skills:</b> • Fluency • Word Study	RF.5.4	F: Inflection/Intonation—Stress	•			
	RF.5.4	F: Phrasing—Units of Meaning in Complex Sentences		•		
	RF.5.3	WS: Irregular Past Tense Verbs	•			
	RF.5.3	WS: Inflectional Endings with Spelling Changes (-ed, -ing)		•		
	RF.5.3	WS: Prefixes That Describe Where (pro-, em-, en-, per-, im-)			•	✓
<b>Speaking and Listening to Demonstrate Knowledge</b>	ILP 4	Engage Effectively in Whole-Class and Peer 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 10

			Week 1	Week 2	Week 3	Assessed Skills
<b>Metacognitive &amp; Fix-Up</b>	RI.5.10	Apply Strategies	•	•	•	
	RI.5.10	Fix-Up: Read Out Loud to Support Comprehension	•			
	RI.5.10	Fix-Up: Read More Slowly and Think About the Words			•	
<b>Comprehension to Build Knowledge</b>	RI.5.3	Explain the Relationships Between Individuals, Concepts, and Events in a Text	•	•	•	✓
	RI.5.7	Draw on Information from Multiple Sources (print and nonprint)	•	•		✓
	RI.5.9	Integrate Information from Several Texts on the Same Topic	•	•	•	✓
	RI.5.2	Determine Two or More Central Ideas and Explain How Details Support Them		•		✓
	RI.5.1	Draw Inferences			•	✓
	RI.5.7	Analyze How Multimedia Contributes to Meaning and Tone			•	
<b>Vocabulary</b>	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
<b>Writing</b>	C.5.3	Process Writing: Poetry	•	•		✓
	C.5.3	Reflect on Writing			•	
<b>Grammar &amp; Language</b>	L.5.1	Use Verbs to Convey Various Times, Sequences, States, and Conditions	•			✓
	L.5.1	Use Correlative Conjunctions		•		✓
	L.5.1	Use Prepositions Correctly			•	✓
<b>Foundational Skills: • Fluency • Word Study</b>	RF.5.4	F: Confirm or Correct Word Recognition and Understanding	•			
	RF.5.4	F: Inflection/Intonation—Volume		•		
	RF.5.3	WS: Spelling Changes/Irregulars	•			
	RF.5.3	WS: Science Roots (se, mech, cycle, phys, chem)		•		✓
	RF.5.3	WS: Prefixes (re-, bio-, im-, ex-, micro-)			•	✓
<b>Speaking and Listening to Demonstrate Knowledge</b>		Engage Effectively in a Range of Whole-Class, Small Group, and Peer Discussions	•	•	•	
		State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	•	•	•	

- = 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 <b>RI.5.10</b>	
	Fix-up: Read On to Clarify or Confirm Understanding <b>RI.5.10</b>	
Comprehension to Build Knowledge	Draw on Information from Multiple Sources <b>RI.5.6</b>	✓
	Explain How an Author Uses Reasons and Evidence <b>RI.5.8</b>	✓
	Integrate Information from Several Texts on the Same Topic <b>RI.5.9</b>	✓
Vocabulary	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases <b>L.5.4</b>	✓
	Determine or Clarify the Meaning of Multiple-Meaning Words <b>L.5.4</b>	✓
Writing	Multimedia Presentation <b>C.5.4 C.5.1</b>	✓
Grammar and Language	Form and Use Present Perfect and Past Perfect Tense <b>L.5.1</b>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Stress <b>RF.5.4</b>	
	WS: Irregular Past-Tense Verbs <b>RF.5.3</b>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Partner Discussions <b>LP 4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <b>LP 4</b>	

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

<b>Words with Irregular Past-Tense Verbs</b>	thought rang brought stood threw grew blew knew
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## Vocabulary

<b>General Academic (Tier 2)</b>	<b>“The Birth of Chicago”</b> elaborate (4) significant (4) sustainable (4) earthen (4) inhabitants (4) incorporated (5) missionary (5) dialects (5) established (5) hub (5)	<b>“Chicago: An American Hub”</b> populous (6) census (6) vulnerable (6) estimated (6) ignited (6) exposition (7) race riot (8) vibrant (8) diverse (8) ethnic (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.
<b>Domain-Specific (Tier 3)</b>	<b>“The Birth of Chicago”</b> depopulation (4) fur trading (5) trading post (5)	<b>“Chicago: An American Hub”</b> financial (7) green economy (8)	

**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 do economic changes impact society?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. Introduce the Knowledge Focus: The Economic Development of Cities</b>  <b>Introduce the Blueprint</b>	<b>4. "The Birth of Chicago" Build Vocabulary: Determine or Clarify the Meaning of Multiple-Meaning Words</b>  L.5.4	<b>7. "The Birth of Chicago" Draw on Information from Multiple Sources</b>  <b>Begin the Blueprint</b>  RI.5.6	<b>10. "Chicago: An American Hub" First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge about Economic Development</b>  RI.5.10	<b>13. Integrate Information from Two Texts on the Same Topic</b>  RI.5.9
	<b>2. "The Birth of Chicago" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Economic Development</b>  RI.5.10	<b>5. Irregular Past Tense Verbs</b>  RF.5.3	<b>8. "The Birth of Chicago" Grammar in Context: Form and Use the Perfect Verb Tense</b>  L.5.1  Phonics & Word Study Resource Book: Lesson 1 RF.5.3	<b>12. "Chicago: An American Hub" Explain How an Author Uses Reasons and Evidence</b> RI.5.8  <b>Add to the Blueprint</b>	<b>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>  Phonics & Word Study Resource Book: Lesson 3 RF.5.3
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RI.5.10</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Set Personal Learning Goals</b> Read Independently	<b>Read Independently</b>	<b>Begin the Blueprint</b> Read Independently	<b>Add to the Blueprint</b> Read the Vocabulary Practice Text	<b>Create an Imaginary City: Step 1, p. 10</b> Read Independently
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Multimedia Presentation: Introduce the Purpose and Audience for a Multimedia Presentation</b>  C.5.1 C.5.4	<b>6. Write a Multimedia Presentation: Analyze a Mentor Multimedia Presentation</b>  C.5.1/C.5.4	<b>9. Write a Multimedia Presentation: Brainstorm Ideas Using Your Experience/Interests</b>  C.5.1/C.5.4	<b>11. Write a Multimedia Presentation: Use a Storyboard to Plan and Organize Your Multimedia Presentation</b>  C.5.1/C.5.4	<b>14. Write a Multimedia Presentation: Support Reasons with Visuals</b>  C.5.1/C.5.4
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				



# Week 2 Comprehensive Literacy Planner

**Essential Question:** How do economic changes impact society?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. "The Great Migration" First Reading: Apply Metacognitive &amp; Fluency Strategies to Build Knowledge about the Great Migration</b> RI.5.10	<b>4. "The Great Migration" Determine Two or More Main Ideas and Explain How Key Details Support Them</b> RI.5.2	<b>7. "The Great Migration" Grammar in Context: Explain the Function of Conjunctions</b> L.5.1 L.5.3	<b>10. "The Great Migration" Close Reading: Explain How an Author Uses Reasons and Evidence</b> Add to the Blueprint	<b>12. Close Reading: Integrate Information from Two Texts on the Same Topic</b> RI.5.9
	<b>2. Inflectional Endings with Spelling Changes (-ed, -ing)</b> RF.5.3	<b>5. "The Great Migration" Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases</b> Phonics & Word Study Resource Book: Lesson 1 RF.5.3	<b>8. "The Great Migration" Close Reading: Draw on Information from Multiple Sources</b> Phonics & Word Study Resource Book: Lesson 2 RF.5.3	RI.5.8 <b>Phonics &amp; Word Study Resource Book: Lesson 3</b> RF.5.3	<b>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RI.5.10</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Read Independently</b>	<b>Add to the Blueprint</b> Read Independently	<b>Create an Imaginary City: Step 2, p. 18</b> Read Independently
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Multimedia Presentation: Introduce Your Topic</b> C.5.1	<b>6. Write a Multimedia Presentation: Include Reasons and Evidence</b> C.5.1	<b>9. Write a Multimedia Presentation: Provide a Concluding Statement</b> C.5.1	<b>11. Write a Multimedia Presentation: Gather Images for Your Presentation</b> C.5.1/6/4	<b>13. Write a Multimedia Presentation: Create Supporting Visuals</b> C.5.4
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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 3 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	Draw on Information from Multiple Sources RI.5.6	✓
	Explain How an Author Uses Reasons and Evidence RI.5.8	✓
	Integrate Information from Several Texts on the Same Topic RI. 5.9	✓
	Analyze the Poet's Use of Figurative Language RL.5.4	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	✓
Writing	Multimedia Presentation C.5.1 C.5.2	✓
Grammar and Language	Form and Use Present Perfect and Past Perfect Tense L.5.1	✓
Foundational Skills: Word Study and Fluency	WS: Prefixes that Describe Where (pro-, em-, en-, per-, im-) RF.5.3	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation ILP 4	

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

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

## Spelling Pattern

Words with Prefixes that Describe Where (pro-, em-, en-, per-, im-)	<p>promote</p> <p>permitted</p> <p>program</p> <p>embarrass</p> <p>enable</p> <p>import</p> <p>percent</p> <p>encourage</p>
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## Vocabulary

<p><b>General Academic (Tier 2)</b></p>	<p><b>"Old Cities Revitalize"</b></p> <p>apparent (20)</p> <p>revitalize (21)</p> <p>decade (20)</p> <p>rebound (21)</p> <p>declined (21)</p> <p>decaying (23)</p> <p>repurposing (24)</p> <p>urban planners (24)</p>	<p><b>"Skyscraper"</b></p> <p>soul (line 2)</p> <p>mingle (line 4)</p> <p>sewage (line 15)</p> <p>grappling (line 18)</p> <p>slackens (line 23)</p> <p>barges (line 39)</p> <p>clusters (line 42)</p> <p>columnist (bio)</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 1360 1393 1801" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																		
<p><b>Domain-Specific (Tier 3)</b></p>	<p><b>"Old Cities Revitalize"</b></p> <p>economic boom (20)</p> <p>prosperity (20)</p> <p>population shift (20)</p> <p>Great Recession (21)</p>	<p><b>"Skyscraper"</b></p> <p>free-verse (bio)</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:** How do economic changes impact society?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. "Old Cities Revitalize" First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about Economic Revitalization</b> <i>RI.5.10</i>	<b>4. "Old Cities Revitalize" Close Reading: Explain How an Author Uses Reasons and Evidence</b> <i>RI.5.8</i>	<b>7. Close Reading: Draw on Information from Multiple Sources</b> <b>Add to the Blueprint</b> <i>RI.5.6</i>	<b>9. Close Reading: Integrate Information from Several Texts on the Same Topic</b> <i>RI.5.9</i>	<b>12. "Skyscraper" Analyze the Poet's Use of Figurative Language</b> <i>RL.5.4</i>
	<b>2. Prefixes that Describe Where (pro-, em-, en-, per-, im-)</b> <i>RF.5.3</i>	<b>5. Grammar in Context: Form and Use the Past Perfect Verb Tense</b>			
		<b>Phonics &amp; Word Study Resource Book: Lesson 1</b>	<b>Phonics &amp; Word Study Resource Book: Lesson 2</b>	<b>Phonics &amp; Word Study Resource Book: Lesson 3</b>	
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. <i>RI.5.10</i></li> <li>Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. <i>RF.5.4</i></li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Add to the Blueprint</b> Read Independently	<b>Create an Imaginary City: Step 3, p. 26</b> Read Independently	<b>Write to Demonstrate Knowledge</b>
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Multimedia Presentation: Revise to Include Multimedia Components</b> <i>C.5.1</i> <i>C.5.4</i>	<b>6. Write a Multimedia Presentation: Revise to Include Formatting to Aid Comprehension</b> <i>C.5.1/C.5.4</i>	<b>8. Write a Multimedia Presentation: Rehearse Your Presentation</b> <i>C.5.1</i> <i>C.5.4</i>	<b>11. Write a Multimedia Presentation: Share Your Multimedia Presentation</b> <i>C.5.1</i> <i>C.5.4</i>	<b>13. Write a Multimedia Presentation: Review and Reflect</b> <i>C.5.1 / C.5.4</i>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Unit 9 progress-monitoring assessment at the end of the week.				

# Week 1 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <b>RI.5.10</b>	
	Fix-up: Read Out Loud to Support Comprehension <b>RI.5.10</b>	
Comprehension to Build Knowledge	<b>Explain the Relationship Between Individuals, Concepts, and Events in a Text</b> <b>RI.5.3</b>	✓
	Draw on Information from Multiple Sources <b>RI.5.7</b>	✓
	Integrate Information from Several Texts on the Same Topic <b>RI.5.9</b>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <b>L.5.4</b>	✓
Writing	<b>Process Writing: Poetry</b> <b>C.5.3</b>	✓
Grammar and Language	Use Verbs to Convey Various Times, Sequences, States, and Conditions <b>L.5.1</b>	✓
Foundational Skills: Word Study and Fluency	<b>F: Confirm or Correct Word Recognition and Understanding</b> <b>RF.5.4</b>	
	<b>WS: Spelling Changes/Irregulars</b> <b>RF.5.3</b>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions <b>ILP 4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <b>ILP 4</b>	

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

<b>Words with Spelling Changes/Irregulars</b>	people
	heroes
	teeth
	tomatoes
	children
	stories
	bodies
women	

## Vocabulary

<b>General Academic (Tier 2)</b>	<b>"John Dalton: Father of the Atomic Theory"</b> theory (4) persistent (4) phenomena (4) renowned (4) <b>observations (4)</b> compound (4) properties (4) proposed (5) <b>principle (5)</b>	<b>"Matter Is Everywhere!"</b> <b>technical (6)</b> <b>volume (6)</b> substance (6) fixed (7) unique (7) minerals (7) texture (7) ratios (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.
	<b>Domain-Specific (Tier 3)</b>	<b>"John Dalton: Father of the Atomic Theory"</b> meteorology (4) matter (4) atoms (5) elements (5) mass (5)	

**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:** Why do we measure and describe the world?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. Introduce the Knowledge Focus: Transforming Matter</b> <b>Introduce the Blueprint</b> RI.5.10	<b>4. "John Dalton"</b> Explain the Relationship Between Individuals, Concepts, and Events in a Text RI.5.3	<b>7. "John Dalton"</b> Draw on Information from Multiple Sources <b>Begin the Blueprint</b> RI.5.7	<b>10. "Matter is Everywhere!"</b> First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about Matter RI.5.10	<b>13. Integrate Information from Several Texts on the Same Topic</b> RI.5.9
	<b>2. "John Dalton"</b> First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Matter RI.5.10	<b>5. Plurals: Spelling Changes/Irregulars</b> RF.5.3	<b>8. "John Dalton"</b> Grammar in Context: Use Verb Tense to Convey Conditions L.5.1	<b>12. "Matter is Everywhere!"</b> Explain the Relationship Between Individuals, Concepts, and Events in a Text <b>Add to the Blueprint</b> RI.5.3	<b>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b> RF.5.3
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI.5.10</li> <li>Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Set Personal Learning Goals</b> Read Independently	Read Independently	<b>Begin the Blueprint</b> Read Independently	<b>Add to the Blueprint</b> Read the Vocabulary Practice Text	<b>Create a Scientific Diagram: Step 1, p. 10</b> Read Independently
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Diamante Poem: Introduce the Genre</b> C.5.3	<b>6. Write a Diamante Poem: Analyze the Diamante Form</b> C.5.3	<b>9. Write a Diamante Poem: Use Opposites to Brainstorm Ideas for a Diamante</b> C.5.3	<b>11. Write a Diamante Poem: Evaluate Your Ideas to Narrow the Focus</b> C.5.3	<b>14. Write a Diamante Poem: Develop Ideas Through Freewriting</b> C.5.3
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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 <i>RI.5.10</i>	
Comprehension to Build Knowledge	Explain the Relationships Between Individuals, Concepts, and Events in a Text <i>RI.5.3</i>	✓
	Draw on Information from Multiple Sources <i>RI.5.7</i>	✓
	Integrate Information from Several Texts on the Same Topic <i>RI.5.9</i>	✓
	Determine Two or More Central Ideas and Explain How Key Details Support Them <i>RI.5.2</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.5.4</i>	✓
Writing	Process Writing: Poetry <i>C.5.3</i>	✓
Grammar and Language	Use Correlative Conjunctions <i>L.5.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation—Volume <i>RF.5.4</i>	
	WS: Science Roots ( <i>se, mech, cycle, phys, chem</i> ) <i>RF.5.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions <i>1LP.4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <i>1LP.4</i>	

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

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

### Spelling Pattern

<b>Words with Science Roots: se, mech, cycle, phys, chem</b>	mechanic
	secure
	recycle
	secrete
	physician
	physical
	chemical
bicycle	

### Vocabulary

<b>General Academic (Tier 2)</b>	<b>“Changes in Matter”</b> <i>involves (12)</i> <i>physical (12)</i> <i>dissolves (14)</i> <i>ingredients (14)</i> substance (14) reversed (15) evidence (15) continually (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.
	<b>Domain-Specific (Tier 3)</b> <b>“Changes in Matter”</b> oxygen (13) nitrogen (13) evaporation (14) chemical reaction (15)	

**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:** Why do we measure and describe the world?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<p>1. <i>“Investigate: Changes in Matter”</i> First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Matter RI.5.10</p> <p>2. Science Roots (se, mech, cycle, phys, chem) RF.5.3</p>	<p>4. <i>“Investigate: Changes in Matter”</i> Determine Two or More Central Ideas and Explain How Key Details Support Them RI.5.2</p> <p>5. <i>“Investigate: Changes in Matter”</i> Build Vocabulary: Determine the Meaning of Domain-Specific Words or Phrases L.5.4 RI.5.4</p> <p>Phonics &amp; Word Study Resource Book: Lesson 1 RF.5.3</p>	<p>7. <i>“Investigate: Changes in Matter”</i> Grammar in Context: Use Correlative Conjunctions L.5.1</p> <p>8. <i>“Investigate: Changes in Matter”</i> Close Reading: Draw on Information from Multiple Sources RI.5.7</p> <p>Phonics &amp; Word Study Resource Book: Lesson 2 RF.5.3</p>	<p>10. <i>“Investigate: Changes in Matter”</i> Close Reading: Explain the Relationship Between Individuals, Concepts, and Events in a Text Add to the Blueprint RI.5.3</p> <p>Phonics &amp; Word Study Resource Book: Lesson 3 RF.5.3</p>	<p>12. Close Reading: Integrate Information from Several Texts on the Same Topic RI.5.9</p> <p>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher’s guides. RI.5.10</li> <li>Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.5.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Read Independently</b>	<b>Add to the Blueprint</b> Read Independently	<b>Create a Scientific Diagram:</b> Step 2, p. 18 Read Independently
<b>Writing Lessons</b> (15 MIN.)	3. Write a Diamante Poem: Draft a Diamante C.5.3	6. Write a Diamante Poem: Revise Using Assonance to Add a Musical Quality C.5.3	9. Write a Diamante Poem: Revise to Improve the Form of Your Diamante C.5.3	11. Write a Diamante Poem: Use a Checklist to Edit Your Diamante C.5.3	13. Write a Diamante Poem: Use Keyboarding Skills to Publish a Diamante C.5.3
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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 <i>RI.5.10</i>	
	Fix-Up: Read More Slowly and Think About the Words <i>RI.5.10</i>	
Comprehension to Build Knowledge	Explain the Relationship Between Individuals, Concepts, and Events in a Text <i>RI.5.3</i>	✓
	Integrate Information from Several Sources on the Same Topic <i>RI.5.9</i>	✓
	Draw Inferences <i>RI.5.1 RI.5.10</i>	✓
	Analyze How Multimedia Contributes to Meaning and Tone <i>RI.5.7</i>	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.5.4</i>	✓
Writing	Reflect on Writing <i>C.5.3</i>	
Grammar and Language	Use Prepositions Correctly <i>L.5.1</i>	✓
Foundational Skills: Word Study and Fluency	WS: Prefixes (re-, bio-, im-, ex-, micro-) <i>RF.5.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions <i>1LP 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <i>1LP 4</i>	

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

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

## Spelling Pattern

Words with Prefixes: re-, bio-, im-, ex-, micro-	biologist microscope reaction microwave immigrant biography excavate exterior
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## Vocabulary

General Academic (Tier 2)	<p><b>“Marie M. Daly: Biochemistry Pioneer”</b></p> <p>convert (20) profoundly (20) opportunity (22) pursue (21) candidates (22) pioneering (22) mechanics (22) cholesterol (22) arteries (22) dedicated (24)</p>	<p><b>“The Snowflake”</b></p> <p>filigree (line 3) crystals (line 9) vanish (line 14) instantly (line 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="1047 1354 1388 1795" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <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><b>“Marie M. Daly: Biochemistry Pioneer”</b></p> <p>biochemistry (20) organisms (20) chemist (20) microscopic (21)</p>	<p><b>“The Snowflake”</b></p> <p>imagery (bio)</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:** Why do we measure and describe the world?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. "Marie M. Daly"</b> First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about Biochemistry RI.5.10	<b>4. "Marie M. Daly"</b> Close Reading: Explain the Relationship Between Individuals, Concepts, and Events in a Text RI.5.3	<b>7. Close Reading: Use Text Evidence to Draw Inferences</b> Add to the Blueprint RI.5.1 RI.5.10	<b>9. Close Reading: Integrate Information from Several Texts on the Same Topic</b> RI.5.9	<b>12. "The Snowflake"</b> Analyze How Multimedia Contributes to Meaning and Tone RI.5.7
	<b>2. Prefixes (re-, bio-, im-, ex-, micro-)</b> RF.5.3	<b>5. Grammar in Context: Explain the Function of Prepositions</b>	<b>Phonics &amp; Word Study Resource Book: Lesson 1</b> RF.5.3	<b>10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>	<b>14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</b>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RI.5.10</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Add to the Blueprint</b> Read Independently	<b>Create a Scientific Diagram: Step 3, p. 26</b> Read Independently	<b>Write to Demonstrate Knowledge</b>
<b>Writing Lessons</b> (15 MIN.)	<b>3. Reflect on Narrative Writing</b> C.5.3	<b>6. Reflect on Informative/ Explanatory Writing</b> C.5.3/C.5.2	<b>8. Reflect on Opinion Writing</b> C.5.1	<b>11. Prepare to Share</b> C.5.7	<b>13. Share Your Writing</b> C.5.7
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Unit 10 progress-monitoring assessment at the end of the week.</p>				