5th Grade-Unit 5

		L.5.1	L.5.2	L.5.4		S:	0 51	t :::			
	Essential Standards:	C.5.1	C.5.6			Supporting Standards:	1 5 1 d	141: 0:1	RI.5.10		
	sential §	RI.5.3	RI.5.8			pporting	PI 5.7		RL.5.10		
	Ш̈́	RL.5.3	RL 5.4	RL.5.9		Su	DE 5.3	0.0.181	RF.5.4		
		Unit 5	Economics & Physical Sciences		Approximately 31 Days			Final Assessment is KSA			
	ш	ă	25		ш	2	6	16	23		
	⊢	17	24		Н	1	8	15	22		
April	8	7.	23	Мау	3	30	7	14	21	28	
	1	7.	2 23		Н	29	9	13	20	27	
	Σ	25	21		Σ	28	5	12	19	26	

Strategies and Skills to Build Knowledge

			Week 1	Week 2	Week 3	Assessed Skills
Mataramitira	RI.5.10	Apply Strategies	•	•	•	
Metacognitive & Fix-Up	RI.5.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
а гіх-ор	RI.5.10	Fix-Up: Stop and Think About the Author's Purpose			•	
	RI.5.6	Draw on Information from Multiple Sources	•	•	•	✓
Comprehension	RI.5.8	Explain How an Author Uses Reasons and Evidence	•	•	•	1
to Build	RI.5.9	Integrate Information from Several Texts on the Same Topic	•	•	•	1
Knowledge	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			•	
Vocabulary	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	•			✓
Writing	C.5.4 C.5.1	Multimedia Presentation	•	•	•	~
Grammar &	L.5.1	Form and Use Present Perfect and Past Perfect Tense	•		•	1
Language	L.5.1 L.5.3	Use Subordinating Conjunctions		•		1
	RF.5.4	F: Inflection/Intonation—Stress	•			
Foundational Skills:	RF.5.4	F: Phrasing—Units of Meaning in Complex Sentences		•		
• Fluency	RF.5.3	WS: Irregular Past Tense Verbs	•			
 Word Study 	RF.5.3	WS: Inflectional Endings with Spelling Changes (-ed, -ing)		0		
	RF.5.3	WS: Prefixes That Describe Where (pro-, em-, en-, per-, im-)			•	1
Speaking and	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Listening to Demonstrate Knowledge	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

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive &	RI.5.10	Apply Strategies	•	•	•	
Fix-Up	RI.5.10	Fix-Up: Read Out Loud to Support Comprehension	•			
	RI.5.10	Fix-Up: Read More Slowly and Think About the Words			•	
	RI.5.3	Explain the Relationships Between Individuals, Concepts, and Events in a Text	•	•	•	1
Comprehension to	RI.5.7	Draw on Information from Multiple Sources (print and nonprint)	•	•		1
Build Knowledge	RI.5.9	Integrate Information from Several Texts on the Same Topic	•	•	•	1
1000	RI.5.2	Determine Two or More Central Ideas and Explain How Details Support Them		•		1
	RI.5.1	Draw Inferences			•	1
	RI.5.7	Analyze How Multimedia Contributes to Meaning and Tone			•	
Vocabulary	L.5.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	4
VA/=iAi== ar	C.5.3	Process Writing: Poetry	•	•		1
Writing	C.5.3	Reflect on Writing			•	
Grammar &	L.5.1	Use Verbs to Convey Various Times, Sequences, States, and Conditions	•			1
Language	L.5.1	Use Correlative Conjunctions		•		1
	L.5.1	Use Prepositions Correctly			•	1
	RF.5.4	F: Confirm or Correct Word Recognition and Understanding	•			
Foundational Skills:	RF.5.4	F: Inflection/Intonation—Volume		•		
• Fluency	RF.5.3	WS: Spelling Changes/Irregulars	•			
Word Study	RF.5.3	WS: Science Roots (se, mech, cycle, phys, chem)		•		1
	RF.5.3	WS: Prefixes (re-, bio-, im-, ex-, micro-)			•	1
Speaking and Listening to		Engage Effectively in a Range of Whole-Class, Small Group, and Peer Discussions	•	•	•	
Demonstrate Knowledge		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 RI. 5.10		
metatogilitive & Fix-op	Fix-up: Read On to Clarify or Confirm Understanding PI.5.10		
Comprehension to Build Knowledge	Draw on Information from Multiple Sources RI.5.6	1	
	Explain How an Author Uses Reasons and Evidence RI.5.8	1	
	Integrate Information from Several Texts on the Same Topic RI. 5.9		
Vocabulary	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases 1.5.4		
	Determine or Clarify the Meaning of Multiple-Meaning Words L.5.4	1	
Writing	Multimedia Presentation C.5.4 C.5.	1	
Grammar and Language	Form and Use Present Perfect and Past Perfect Tense L.S.	1	
Foundational Skills: Word Study	F: Inflection/Intonation-Stress RF. 5. 4		
and Fluency	WS: Irregular Past-Tense Verbs RF. 5 3		
Speaking & Listening	Engage Effectively in Whole-Class and Partner Discussions		
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation		

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

Spelling Pattern

	thought rang
Words with	brought
Irregular Past-	stood
Tense Verbs	grew
	blew
	knew

Vocabulary

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

"The Birth of

Chicago"

"Chicago: An

American Hub"

To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.

word	Meaning with	My Sentence
		The state of the s

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

Week I Comprehensive Literacy Planner

Essential Question: How do economic changes impact society?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 MIN.)	Choose a recommended to	rade book or a selection fro	m the Read-Aloud Handbook	k.		
Metacognitive, Comprehension,	1. Introduce the Knowledge Focus: The Economic Development of Cities Introduce the Blueprint	dge Focus: Chicago" Build Conomic Vocabulary: In ment of Determine or Clarify Months of Marking of Education Appears		10. "Chicago: An American Hub" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge about Economic Development	13. Integrate Information from Two Texts on the Same Topic RI.5.9	
Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	2. "The Birth of Chicago" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Economic Development	5. Irregular Past Tense Verbs	8. "The Birth of Chicago" Grammar in Context: Form and Use the Perfect Verb Tense	P.T. 5. 10 12. "Chicago: An American Hub" Explain How an Author Uses Reasons and Evidence P.T. 5. 8 Add to the Blueprint	15. Build Knowledge Discuss the Blueprin and Build Toward the Culminating Tasi	
	RI,5:10		Phonics & Word (7) Study Resource (1) Book: Lesson 1	Phonics & Word Study Resource Sook: Lesson 2	Phonics & Word (Y Study Resource L Book: Lesson 3	
Reading Independent Reading & Conferring	Build fluency using the re Revisit complex texts in T See additional small-group During independent time Ensure that all students r Confer with a few student	eader's theater scripts and F exts for Close Reading. o suggestions on the Unit Fo e: ead independently to build ats on their text selections, a	volume and stamina. pplication of strategies, and I	knowledge building tasks.		
	Set Personal		Research and Inquiry Project		Create on Imagina	
	Learning Goals Read Independently	keau independently	Begin the Blueprint Read Independently	Read the Vocabulary Practice Text	City: Step 1, p. 10 Read Independently	
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Introduce the Purpose and C.5.\ Audience for C.5.\ a Multimedia Presentation	6. Write a Multimedia Presentation: Analyze a Mentor Multimedia Presentation C.S. 1 C.S. 4	9. Write a Multimedia Presentation: Brainstorm Ideas Using Your Experience/Interests C. SIC. S. 4	11. Write a Multimedia Presentation: Use a Storyboard to Plan and Organize Your Multimedia Presentation	14. Write a Multimedia Presentation: Support Reasons with Visuals C. 5. C. 5.	
Independent Writing & Conferring		ent writing and peer and tea students who have similar	acher-student conferring.	C.5.1 C.5.	4	
Assessment 🎺		3	nent opportunities in each les			

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RI.5.10			
Comprehension to Build Knowledge	Draw on Information from Multiple Sources RI.5.6	1		
	Explain How an Author Uses Reasons and Evidence RT. 5.8			
	Integrate Information from Several Texts on the Same Topic RI.5.9	1		
	Determine Two or More Central Ideas and Explain How Key Details Support Them RI.5.2	1		
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases 1.5.4	1		
Writing	Multimedia Presentation C.5.1 C.5.4	1		
Grammar and Language	Use Subordinating Conjunctions L.S. \ L.5.3	1		
Foundational Skills: Word Study	F: Phrasing–Units of Meaning in Complex Sentences RF. 5. 4			
and Fluency	WS: Inflectional Endings with Spelling Changes (-ed, -ing) RF.5-3			
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions			
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation			

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

Spelling Pattern

Words with Inflectional Endings with Spelling Changes required taking creating troubled assembled stopping referred planned

Vocabulary

General Academic (Tier 2) mig seg vibi	ne Great Migration of the Growth of ites" sist (12) asion (12) stacles (13) spetuating (13) l (13) grated (14) regation (14) rancy (15) crimination (16) tend (16)	instruction, they don't record thei Words. Add week.	recognize in ea n in Making M	s identify words ach text and leaning with ds you teach each
Domain- Gre Specific eco (Tier 3) (12)	ne Great Migration If the Growth of les" at Migration (12) nomic opportunities	Vocabulary		fords" and other n be found online te Library.

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

Week 2 Comprehensive Literacy Planner

Essential Question: How do economic changes impact society?

	Day 1	Day 2	Day 3	Day 4	Day 5		
Read-Aloud (10 MIN.)	Choose a recommended	trade book or a selection fro	m the Read-Aloud Handboo	k.			
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	1. "The Great Migration" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge about the Great Migration RISIO	Migration" First Migration" Reading: Apply Determine Two or Metacognitive & More Main Ideas Fluency Strategies and Explain How to Build Knowledge Key Details Support about the Great Them		10. "The Great Migration" Close Reading: Explain How an Author Uses Reasons and Evidence Add to the Blueprint	12. Close Reading: Integrate Information from Two Texts on the Same Topic ZI.5.9		
	2. Inflectional Endings with	5. "The Great Migration" Build	8. "The Great Migration" Close	RI.5.8	14. Build Knowledge:		
	Spelling Changes	Vocabulary: Determine the	Reading: Draw on Information from		Discuss the Blueprin		
	(-ed, -ing) PF. 5. 3	Meaning of Domain- Specific Words and Phrases	Multiple Sources		and Build Toward the Culminating Tasi		
		Phonics & Word Study Resource Vi Book: Lesson 1	Phonics & Word Study Resource Sook: Lesson 2	Phonics & Word (7) Study Resource (7) Book: Lesson 3			
Small-Group Reading	Build fluency using the relation Revisit complex texts in	ors and st <u>rategi</u> es using smale and Feader's theater scripts and F	leader's Theater Handbook l				
Independent Reading & Conferring	During independent time: • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.						
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create an Imaginary City: Step 2, p. 18 Read Independently		
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Introduce Your Topic C.5.	6. Write a Multimedia Presentation: Include Reasons and Evidence C.5.	9. Write a Multimedia Presentation: Provide a Concluding Statement 6.5.	11. Write a C.S. \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	13. Write a Multimedia Presentation: Create Supporting Visuals C. 5. 4		
Independent Writing & Conferring		dent writing and peer and te f students who have similar v					
Assessment 🗸	The second control of	ss using the informal assessn er the Week 1 progress-mor					

Week Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies 12.1.5.10			
metacognitive & rix-op	Fix-Up: Stop and Think About the Author's Purpose PI.5. 10			
Comprehension to Build Knowledge	Draw on Information from Multiple Sources RI.5.6			
	Explain How an Author Uses Reasons and Evidence 21.5.8			
	Integrate Information from Several Texts on the Same Topic 21. 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	1		
Writing	Multimedia Presentation C.S. L	1		
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	1		
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions			
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation 4			

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

Spelling Pattern

Words with Prefixes that Describe Where (pro-, em-, en-, per-, im-) promote permitted program embarrass enable import percent encourage

Vocabulary

General Academic (Tier 2)	"Old Cities Revitalize" apparent (20) revitalize (21) decade (20) rebound (21) declined (21) decaying (23) repurposing (24) urban planners (24)	"Skyscraper" soul (line 2) mingle (line 4) sewage (line 15) grappling (line 18) slackens (line 23) barges (line 39) clusters (line 42) columnist (bio)	
Domain- Specific (Tier 3)	"Old Cities Revitalize" economic boom (20) prosperity (20) population shift (20) Great Recession (21)	"Skyscraper" free-verse (bio)	

To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.

word	My Definition	My Sentance
M		

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

Week 3 Comprehensive Literacy Planner

Essential Question: How do economic changes impact society?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended to	rade book or a selection fro	m the Read-Aloud Handbook		
Metacognitive, Comprehension, Vocabulary, Word Study,	1. "Old Cities Revitalize" First Reading: Apply Metacognative and Fix-Up Strategies to Build Knowledge about Economic Revitalization	A. "Old Cities Revitalize" Close Reading: Explain How an Author Uses Reasons and Evidence	7. Close Reading: Draw on Information from Multiple Sources Add to the Blueprint RI.5.6	9. Close Reading: Integrate Information from Several Texts on the Same Topic RI.5.9	12. "Skyscraper" Analyze the Poet's Use of Figurative Language RL.5.4
& Grammar/ Language Lessons (30–45 MIN.)	nmar/ ge Describe Where Context: Form and Use the Past Perfect 5 MIN.) Describe Where Context: Form and Use the Past Perfect Verb Tense	Discuss the Blueprint and Build Toward the	14. Unit Wrap- Up: Demonstrate Knowledge and Share Real-World Perspectives		
	RF.5.3	Phonics & Word of Study Resource of Book: Lesson 1	Phonics & Word (7) Study Resource (7) Book: Lesson 2	Phonics & Word Study Resource Sook: Lesson 3	
Small-Group Reading	Build <u>fluency</u> using the re Revisit complex texts in T	rs and strategies using sma eader's theater scripts and F	ll-group texts and teacher's g Reader's Theater Handbook le oldout.		
Independent Reading & Conferring	Confer with a few student	ead independently to build its on their text selections, a at suggestions (including the Read the Vocabulary Practice Text	volume and stamina. pplication of strategies, and keen Research and Inquiry Project Add to the Blueprint Read Independently	t) on the Unit Foldout. Create an Imaginary City: Step 3, p. 26	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Revise to Include Multimedia C.5. Components C.5. L	6. Write a Multimedia Presentation: Revise to Include Formatting to Aid Comprehension	8. Write a C・5・1 Multimedia C・5・1 Presentation: C・5・4 Rehearse Your Presentation	Read Independently 11. Write a C·S·\ Multimedia C·S·\ Presentation: Share Your Multimedia Presentation	13. Write a Multimedia Presentation: Review and Reflect C.5.\ \ \ C.5.\ \
Independent Writing & Conferring		C.5.1 /C.5.4 ent writing and peer and te students who have similar			
Assessment 🗸	3 3	-5	nent opportunities in each les toring assessment at the end		

Week Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RI.5.10		
metatognitive a rix-op	Fix-up: Read Out Loud to Support Comprehension [27.5.10		
	Explain the Relationship Between Individuals, Concepts, and Events in a Text 21.5.3	1	
Comprehension to Build Knowledge	Draw on Information from Multiple Sources \$2.5.7	1	
•	Integrate Information from Several Texts on the Same Topic RI59	1	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases 1.5.4		
Writing	Process Writing: Poetry C.5.3	1	
Grammar and Language	Use Verbs to Convey Various Times, Sequences, States, and Conditions L.5.	1	
Foundational Skills: Word Study	F: Confirm or Correct Word Recognition and Understanding RF. 5.4		
and Fluency	WS: Spelling Changes/Irregulars RF. 5. 3		
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions		
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation		

Spelling Pattern

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

Vocabulary

General Academic (Tier 2)	"John Dalton: Father of the Atomic Theory" theory (4) persistent (4) phenomena (4) renowned (4) observations (4) compound (4) properties (4) proposed (5) principle (5)	"Matter Is Everywhere!" technical (6) volume (6) substance (6) fixed (7) unique (7) minerals (7) texture (7) ratios (8)
Domain- Specific (Tier 3)	"John Dalton: Father of the Atomic Theory" meteorology (4) matter (4) atoms (5) elements (5) mass (5)	"Matter Is Everywhere!" microscopic (6) reflectivity (7) conductivity (7) molecules (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.

Word	My Definition	My Sentence
		7

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

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

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

Week I 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	
Read-Aloud (10 MIN.)	Choose a recommended to	rade book or a selection fro	m the Read-Aloud Handboo	k.		
	Introduce the Knowledge Focus: Transforming Matter Explain the Relationship	7. "John Dalton" Draw on Information from	10. "Matter is Everywhere!" First Reading: Apply	13. Integrate Information from Several Texts on the		
	Introduce the Blueprint	Between Individuals, Concepts, and Events	Multiple Sources	Metacognitive and Fix-Up Strategies to	Same Topic	
Metacognitive,	RI.5.10 in a Text PI.5.3	Begin the Blueprint ドエ. 5. 子	Build Knowledge about Matter ヤエ、ラ・1〇	RI.59		
Comprehension, Vocabulary, Word Study,	2. "John Dalton" First Reading: Apply	5. Plurals: Spelling Changes/Irregulars	8. "John Dalton" Grammar in Context:	12. "Matter is Everywhere!"	15. Build Knowledge:	
& Grammar/	Metacognitive and Fluency Strategies	RF.5.3	Use Verb Tense to Convey Conditions	Explain the Relationship	Discuss the Blueprint	
Language Lessons (30–45 MIN.)	to Build Knowledge about Matter		L.5.1	Between H Individuals, Concepts, and Events in a Text	and Build Toward the Culminating Task	
			Add to the Blueprint	Add to the Blueprint		
			Phonics & Word Of Study Resource Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	
Reading	Build fluency using the r Revisit complex texts in T	eader's theater scripts and Fexts for Close Reading.	Il-group texts and teacher's (Reader's Theater Handbook			
Independent	See additional small-group suggestions on the Unit Foldout.					
Reading & Conferring	 During independent time: Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. 					
	See additional independen	nt suggestions (including the	e Research and Inquiry Proje	ect) on the Unit Foldout.		
	Set Personal	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a Scientific	
	Learning Goals Read Independently		Read Independently	Read the Vocabulary Practice Text	Diagram: Step 1, p. 10 Read Independently	
Writing Lessons (15 MIN.)	3. Write a Diamante Poem: Introduce the Genre	6. Write a Diamante Poem: Analyze the Diamante Form	9. Write a Diamante Poem: Use Opposites to Brainstorm Ideas for a Diamante	11. Write a Diamante Poem: Evaluate Your Ideas to Narrow the Focus (2.5.2)	14. Write a Diamanto Poem: Develop Ideas Through Freewriting	
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 ZI. 5. 10	
	Explain the Relationships Between Individuals, Concepts, and Events in a Text 21.53	
Comprehension	Draw on Information from Multiple Sources 21.5.7	
to Build Knowledge	Integrate Information from Several Texts on the Same Topic RI.5.9	1
	Determine Two or More Central Ideas and Explain How Key Details Support Them RI.5.2	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.5.4	1
Writing	Process Writing: Poetry C. 5. 3	1
Grammar and Language	Use Correlative Conjunctions L.5.\	1
Foundational Skills: Word Study	F: Inflection/Intonation-Volume RF. 5.4	
and Fluency	WS: Science Roots (se, mech, cycle, phys, chem) RF. 5.3	1
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	

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

Spelling Pattern

Words with Science Roots: se, mech, cycle, phys, chem	mechanic secure recycle secrete physician physical chemical bicycle
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Vocabulary

General	"Changes in Matter" involves (12) physical (12) dissolves (14) ingredients (14) substance (14) reversed (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 eaweek.		
Academic (Tier 2)	evidence (15) continually (16)	Making Meaning with Words werd My Definition My Sentence		
Domain- Specific (Tier 3)	"Changes in Matter" oxygen (13) nitrogen (13) evaporation (14) chemical reaction (15)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.		

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

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we measure and describe the world?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tr	ade book or a selection fro	m the Read-Aloud Handboo	k.	
Metacognitive, Comprehension,	1. "Investigate: Changes in Matter" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Matter 715.10	4. "Investigate: Changes in Matter" Determine Two or More Central Ideas and Explain How Key Details Support Them 21.5.2	7. "Investigate: Changes in Matter" Grammar in Context: Use Correlative Conjunctions L.5.	10. "Investigate: Changes in Matter" Close Reading: Explain the Relationship Between Individuals,	12. Close Reading: Integrate Information from Several Texts on the Same Topic RI.5.9
Vocabulary, Word Study, & Grammar/	2. Science Roots (se, mech, cycle, phys,	5. "Investigate: Changes in Matter"	8. "Investigate: Changes in Matter"	Concepts, and Events in a Text Add to the Blueprint	14. Build Knowledge:
Language	chem)	Build Vocabulary: Determine the	Close Reading: Draw on Information from		Discuss the Blueprin
(30–45 MIN.)	RF.5.3	Meaning of Domain- Specific Words or Phrases L.5.4	Multiple Sources PI.5.7	PI.5.3	and Build Toward the Culminating Tasi
		Phonics & Word M Study Resource M Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	
Small-Group Reading	Build fluency using the re Revisit complex texts in Te	rs and <u>strategies</u> using sma eader's theater scripts and I exts for Close Reading.	Il-group texts and teacher's g Reader's Theater Handbook		
Independent Reading & Conferring		ead independently to build ts on their text selections, a			
	Read Independently Read the Vocabula	Read the Vocabulary	Read Independently	Add to the Blueprint	Create a Scientific
		Practice Text Read Independently		Read Independently	Diagram: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Diamante Poem: Draft a Diamante	6. Write a Diamante Poem: Revise Using Assonance to Add a Musical Quality	9. Write a Diamante Poem: Revise to Improve the Form of Your Diamante	11. Write a Diamante Poem: Use a Checklist to Edit Your Diamante C.S.3	13. Write a Diamante Poem: Use Keyboarding Skills to Publish a Diamante
Independent Writing & Conferring	Provide time for independe Meet with small groups of	ent writing and peer and te	acher-student conferring.		C.5.3
Assessment 🗸	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.				

Week Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies RI 5.10		
	Fix-Up: Read More Slowly and Think About the Words RI. 5. 10		
Comprehension to Build Knowledge	Explain the Relationship Between Individuals, Concepts, and Events in a Text $$ $$ $$ $$ $$ $$ $$ $$ $$ $$		
	Integrate Information from Several Sources on the Same Topic R.I.5.9		
	Draw Inferences RI.5.1 RI.5.10		
	Analyze How Multimedia Contributes to Meaning and Tone RI.5.7		
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases $2.5.4$	1	
Writing	Reflect on Writing C.5. 3		
Grammar and Language	Use Prepositions Correctly L. 5.		
Foundational Skills: Word Study and Fluency	WS: Prefixes (re-, bio-, im-, ex-, micro-) RF. 5-3		
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions		
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation		

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

Spelling Pattern

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

Vocabulary

General Academic (Tier 2)	"Marie M. Daly: Biochemistry Pioneer" convert (20) profoundly (20) opportunity (22) pursue (21) candidates (22) pioneering (22) mechanics (22) cholesterol (22) arteries (22) dedicated (24)	"The Snowflake" filigree (line 3) crystals (line 9) vanish (line 14) instantly (line 15)
Domain- Specific (Tier 3)	"Marie M. Daly: Biochemistry Pioneer" biochemistry (20) organisms (20) chemist (20) microscopic (21)	"The Snowflake" imagery (bio)

To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.

Word	My Definition	My Sentence
		•

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

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we measure and describe the world?

	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. "Marie M. Daly" First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about Biochemistry R.I. 5. 10	4. "Marie M. Daly" Close Reading: Explain the Relationship Between Individuals, Concepts, and Events in a Text	7. Close Reading: Use Text Evidence to Draw Inferences Add to the Blueprint PI.5.1 RI.5.10	9. Close Reading: Integrate Information from Several Texts on the Same Topic RI.5.9	12. "The Snowflake" Analyze How Multimedia Contributes to Meaning and Tone RT. 5.7		
	2. Prefixes (re-, bio-, im-, ex-,	5. Grammar in Context: Explain the Function of		10. Build Knowledge:	14. Unit Wrap- Up: Demonstrate Knowledge and Share Real-World Perspectives		
	micro-)			Discuss the Blueprint and Build Toward the Culminating Task			
	RF.5.3	Prepositions					
		Phonics & Word of Study Resource of Book: Lesson 1	Phonics & Word Study Resource Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3			
Independent Reading & Conferring	 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. During independent time: Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. 						
	Read Independently	Read the Vocabulary		Create a Scientific	Write to		
	nead independently	Practice Text Read Independently	Add to the Blueprint Read Independently	Diagram: Step 3, p. 26 Read Independently	Demonstrate Knowledge		
Writing	3. Reflect on	6. Reflect on	8. Reflect on Opinion	11. Prepare to Share	13. Share Your		
Lessons (15 MIN.)	Narrative Writing	Informative/ Explanatory Writing C.5.3/C.5.2	Writing C.5.1	C.5.7	Writing C.5.7		
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 🗸		s using the informal assessmer the Unit 10 progress-moni					