

Grade 5 • Unit 1 | Identity: Reading Connects Us | Essential Question: How can literature help us learn about ourselves and connect to others?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Finding Ourselves in Literature"</p> <p><b>Focus Question:</b> How can stories inspire us to learn about ourselves?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Active Listening</p>	<p><b>Read Aloud:</b> "Friendship by the Book!"</p> <p><b>Focus Question:</b> How can stories teach us about friendship?</p> <p><b>Genre:</b> Fiction</p> <p><b>Comprehension Strategy:</b> Make Predictions</p> <p><b>Lexile:</b> 970L</p> <p><b>Directed Text:</b> <i>The Vanderbeekers to the Rescue</i>, Chapter 1 by Karina Yan Glaser</p> <p><b>Focus Question:</b> What can we learn from the Vanderbeekers about how family members relate to one another?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Cause and Effect, Plot; Character, Setting, Make Inferences</p> <p><b>Lexile:</b> 830L</p> <p><b>Central Text:</b> <i>The Vanderbeekers to the Rescue</i>, Chapters 2–3 by Karina Yan Glaser</p> <p><b>Focus Question:</b> How do the Vanderbeekers support each other?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Cause and Effect, Plot; Character, Setting, Make Inferences</p> <p><b>Reread:</b> Author's Purpose, Chapters</p> <p><b>Lexile:</b> 830L</p> <p><b>Companion Text:</b> "Making a Difference in the Peace Corps" by Rebecca Kulik</p> <p><b>Focus Question:</b> How does being a volunteer help people connect with others?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Facts, Examples, Explanations, Quotations, Headings</p> <p><b>Reread:</b> Author's Perspective</p> <p><b>Lexile:</b> 890L</p>	<p><b>Concept Words:</b> relationships, connections, mutual, cooperation, emotions, struggle</p> <p><b>Target Words:</b> chaotic, personally, inspector, code, expression, landlord, license, operations; developing, promote, serve, impact</p>	Context Clues	<p>Open and Closed Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> tonsils, insult, chapter, comment, evict, silence, tulip, violin, radio, fragment</p> <p><b>Challenge:</b> gallop, sibling, culture, fragment, blustery, enough, obedient, science, triumph, silence</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Write Complete Sentences</p> <p><b>Grammar &amp; Mechanics:</b> subject, predicate, complete sentence</p>	<p><b>Writing Genre:</b> Personal Narrative</p> <p><b>Writing Prompt:</b> In <i>The Vanderbeekers to the Rescue</i>, the family works together to get their house ready for a magazine interview. Write a personal narrative about a time you worked with others. What did you do? Who worked with you? What did you learn about yourself and others from this experience?</p>	<p><b>Title:</b> Write about Lessons Learned</p> <p><b>Options:</b> Write a Poem or Write a Dialogue</p>
Week 2					<p>Vowel Team and <i>r</i>-Controlled Vowel Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> audition, jigsaw, coupon, pursuit, terminate, blizzard, furniture, cougar, confirm, violin</p> <p><b>Challenge:</b> applesauce, confirm, scrawny, acoustic, nuisance, cautious, furthermore, harmony, coupon, fragment</p>				

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WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> Seeing the World Through Poetry</p> <p><b>Focus Question:</b> How can poems help us learn about ourselves?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Take Turns Speaking</p>	<p><b>Read Aloud:</b> "Thank You, Yolanda"</p> <p><b>Focus Question:</b> How can poems help us learn about the impact of our actions?</p> <p><b>Genre:</b> Poetry</p> <p><b>Comprehension Strategy:</b> Reread</p> <p><b>Lexile:</b> NP</p> <p><b>Directed Text:</b></p> <p>"Hardships" by Mae Bedner</p> <p>"A Cooking Lesson" by Mae Bedner</p> <p>"Team Sports" by Dennis Francis</p> <p><b>Focus Question:</b> How can poems help us understand how families and friends solve problems?</p> <p><b>Genre:</b> Poetry</p> <p><b>Structure/Elements:</b> Poetry (Lines, Stanzas); Rhyme, Meter, Theme</p> <p><b>Lexile:</b> NP</p> <p><b>Central Text:</b> Selections from <i>Dictionary for a Better World: Poems, Quotes and Anecdotes from A to Z</i> by Irene Latham and Charles Waters</p> <p><b>Focus Question:</b> How can poetry affect how we think about ourselves and others?</p>	<p><b>Concept Words:</b> experiences, interact, hardship, empathy</p> <p><b>Target Words:</b> belonging, bloom, forgiveness, guilty</p>	Multiple-Meaning Words	<p>Final Silent e and Final Stable Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> parade, operate, puzzle, several, fossil, squirrel, fountain, mountain, certain, pursuit</p> <p><b>Challenge:</b> immune, refuge, dedicate, sequel, utensil, obstacle, certain, curtain, squirrel, confirm</p>	Accuracy, Appropriate Rate, and Expression (Expression); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Combine Sentences</p> <p><b>Grammar &amp; Mechanics:</b> combine sentences, compound subject, compound predicate, coordinating conjunction, correlative conjunctions</p>	continued	continued
Week 4		<p><b>Genre:</b> Poetry</p> <p><b>Structure/Elements:</b> Poetry (Lines, Stanzas); Rhyme, Meter, Theme</p> <p><b>Lexile:</b> NP</p>			<p>Recognizing Base Words</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> unwraps, submitted, independent, debating, avoidable, profiles, humbled, mountainous, unavoidable, several</p> <p><b>Challenge:</b> sandwiches, concerned, equipment, unavoidable, purchases, insincere, courageous, vertically, mountainous, certain</p>				

Grade 5 • Unit 2 | Civics and Government: Origins of Our Government | Essential Question: How do the foundations of the US government affect us?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Influencing the US Government"</p> <p><b>Focus Question:</b> How did other groups influence the creation of the US government?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Review Key Ideas</p>	<p><b>Read Aloud:</b> "The Mayflower Compact"</p> <p><b>Focus Question:</b> Why was it important for early colonists to create a document to govern themselves?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategies:</b> Reread, Ask and Answer Questions</p> <p><b>Lexile:</b> 970L</p> <p><b>Directed Text:</b> "Rhode Island's Lively Experiment in Freedom" by Jan Fields</p> <p><b>Focus Question:</b> How did Rhode Island's charter benefit the colony's population?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Problem/Solution; Facts, Details, Chronological Order</p> <p><b>Lexile:</b> 890L</p> <p><b>Central Text:</b> Excerpt from <i>For Which We Stand: How Our Government Works and Why It Matters</i> by Jeff Foster</p> <p><b>Focus Question:</b> How do the founding principles of the United States help create a strong government that protects the rights of its people?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Problem/Solution; Facts, Details, Chronological Order, Headings, Charts, Text Features</p> <p><b>Reread:</b> Author's Purpose, Text Features</p> <p><b>Lexile:</b> 1070L</p> <p><b>Companion Text:</b> "Why the Articles of Confederation Has a Place in History" by Marlene Greil</p> <p><b>Focus Question:</b> How did the Articles of Confederation lead to the creation of the Constitution of the United States?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Compare Contrast, Argument (Claims, Reasons, Facts, Evidence); Maps, Charts, Text Features</p> <p><b>Reread:</b> Text Features</p> <p><b>Lexile:</b> 920L</p>	<p><b>Concept Words:</b> rights, principles, republic, consent, constitution, amendment</p> <p><b>Target Words:</b> oppressive, monarchy, regulating, policies, philosophical, proposed, restrictions, accountable; ratified, unicameral, tariffs, delegate</p>	Word Parts: Greek and Latin Roots	<p>Prefixes <i>im-</i>, <i>in-</i>, <i>en-</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> impressed, import, impulse, inscribed, insight, inbound, encircle, enact, influence, independent</p> <p><b>Challenge:</b> impressive, impactful, immersion, inspired, influence, inhabitant, enrollment, entangled, impulse, courageous</p>	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Compound Sentences</p> <p><b>Grammar &amp; Mechanics:</b> compound sentence, independent clause, coordinating conjunction</p>	<p><b>Writing Genre:</b> Persuasive Writing</p> <p><b>Writing Prompt:</b> In <i>For Which We Stand: How Our Government Works and Why It Matters</i>, the author describes how different founding documents led to the freedoms we have today. Which document do you think was the most important? Why? Write a persuasive essay that provides three reasons supporting your claim. Use evidence from the text to support your response.</p>	<p><b>Title:</b> Explain the Impact on US Citizens</p> <p><b>Options:</b> Write a Speech or Create a Slideshow</p>
Week 2					<p>Suffixes <i>-ee</i>, <i>-ist</i>, <i>-ian</i>, <i>-ast</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> honoree, referee, tourist, specialist, novelist, librarian, historian, gymnast, Federalist, impressed</p> <p><b>Challenge:</b> employee, nominee, committee, cyclist, Federalist, guardian, physician, enthusiast, librarian, influence</p>				

Grade 5 • Unit 2 | Civics and Government: Origins of Our Government | Essential Question: How do the foundations of the US government affect us?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Expanding Rights in the United States"</p> <p><b>Focus Question:</b> How can citizens use the US government to improve society?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer: Clarify Information</p>	<p><b>Read Aloud:</b> "The Children's Crusade"</p> <p><b>Focus Question:</b> How did the characters in this story work together to fight discrimination?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Comprehension Strategies:</b> Make Predictions, Reread</p> <p><b>Lexile:</b> 970L</p> <p><b>Directed Text:</b> "A Fight for Citizenship" by Fanny Kam Wong</p> <p><b>Focus Question:</b> What impact did the decision in <i>United States v. Wong Kim Ark</i> have on the meaning of citizenship?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Cause/Effect, Chronological Order</p> <p><b>Lexile:</b> 840L</p> <p><b>Central Text:</b> Excerpt from <i>Rolling Warrior: The Incredible, Sometimes Awkward, True Story of a Rebel Girl on Wheels Who Helped Spark a Revolution</i> by Judith Heumann with Kristen Joiner</p> <p><b>Focus Question:</b> How did Judith Heumann use the law to protect her rights?</p> <p><b>Genre:</b> Autobiography</p> <p><b>Structure/Elements:</b> Cause/Effect, Chronological Order; First-Person Point of View</p> <p><b>Reread:</b> Figurative Language, Foreshadowing</p> <p><b>Lexile:</b> 760L</p>	<p><b>Concept Words:</b> civil, discrimination, advocate, petition</p> <p><b>Target Words:</b> mobile, system, grounds, hypocritical, token, hearing, appointed, lawsuit</p>	Word Parts: Greek and Latin Roots	<p>Prefixes <i>co-</i>, <i>com-</i>, <i>counter-</i>, <i>ex-</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> compile, compact, cooperate, coworker, counterpart, counteract, exchange, extend, commotion, referee</p> <p><b>Challenge:</b> commotion, compromise, coexist, coordinating, counterclockwise, counterpoint, exhale, exposed, compact, Federalist</p>	Accuracy, Appropriate Rate, and Expression (Intonation and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Complex Sentences</p> <p><b>Grammar &amp; Mechanics:</b> complex sentence, subordinating conjunction, dependent clause, independent clause</p>	continued	continued
Week 4					<p>Suffix <i>-al</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> medical, fictional, critical, trial, official, memorial, colonial, denial, horizontal, cooperate</p> <p><b>Challenge:</b> central, commercial, electrical, recreational, physically, editorial, trivialize, horizontal. official, commotion</p>				

Grade 5 • Unit 3 | Earth Science: Earth and Space Systems | Essential Question: How does space exploration help us learn how Earth and space systems interact?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "The Moon and Earth"</p> <p><b>Focus Question:</b> How do Earth and the Moon affect each other?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Express Ideas Clearly with Respect for Others' Feelings and Ideas</p>	<p><b>Read Aloud:</b> "Reaching for Outer Space"</p> <p><b>Focus Question:</b> What do people want to learn about space?</p> <p><b>Genre:</b> Poetry</p> <p><b>Comprehension Strategies:</b> Visualize, Make Inferences</p> <p><b>Lexile:</b> NP</p> <p><b>Directed Text:</b> "Across the Sky" by Amie Leavitt</p> <p><b>Focus Question:</b> How does the Sun affect Earth?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Facts, Details, Main Ideas, Text Features, Diagrams</p> <p><b>Lexile:</b> 870L</p> <p><b>Central Text:</b> "The Science of Space with Astronaut Victor J. Glover" Interview by Christine Taylor-Butler</p> <p><b>Focus Question:</b> Why is studying Earth and its relationships to the Moon and Sun important?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Facts, Details, Main Idea, Text Features, Interview</p> <p><b>Reread:</b> Connecting Details, Diagrams</p> <p><b>Lexile:</b> 970L</p> <p><b>Companion Text:</b> "Mission from Venus" by Sharon Cytrynbaum</p> <p><b>Focus Question:</b> How does the mission and trip home affect the characters in the story?</p> <p><b>Genre:</b> Graphic Novel</p> <p><b>Structure/Elements:</b> Plot, Graphic Novel; Illustrations, Panels, Text Speech Balloons, Narration Boxes, Setting, Characters</p> <p><b>Reread:</b> Tone</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> gravity, mass, orbit, revolves, innovations, axis</p> <p><b>Target Words:</b> bodies, accurate, launch, constraints, humanity, engineering, objectives, resilient; stabilize, velocity, expedition, coordinates</p>	Word Parts: Greek and Latin Roots and Affixes	<p>Greek Roots <i>log/logy, phon, path, gram</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> catalog, mythology, trilogy, phonics, headphones, sympathy, diagram, program, official, dialogue</p> <p><b>Challenge:</b> dialogue, logical, saxophone, symphony, empathetic, apathy, grammar, programmable, horizontal, trilogy</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Compound-Complex Sentences</p> <p><b>Grammar &amp; Mechanics:</b> compound-complex sentences, dependent clause, independent clause</p>	<p><b>Writing Genre:</b> Fictional Narrative</p> <p><b>Writing Prompt:</b> You have learned about how Earth, the Sun, and the Moon interact. Imagine an astronaut from another planet lands on Earth where you live. Write a fictional narrative that describes how the astronaut experiences days, months, and seasons differently from its home planet.</p>	<p><b>Title:</b> Support Space Exploration</p> <p><b>Options:</b> Write an Editorial or Create a Museum Exhibit</p>
Week 2					<p>Greek Roots <i>photo, spher, techn, therm</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> photography, photocopy, atmosphere, hemisphere, technical, technology, thermos, thermal, diagram, technically</p> <p><b>Challenge:</b> exosphere, photogenic, photosynthesis, atmospheric, technological, technically, thermometer, thermostat, dialogue, hemisphere</p>				


Grade 5 • Unit 3 | Earth Science: Earth and Space Systems | Essential Question: How does space exploration help us learn how Earth and space systems interact?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "The Progression of Space Travel"</p> <p><b>Focus Question:</b> How did technology make space exploration possible?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions About What a Speaker Says</p>	<p><b>Read Aloud:</b> "A Universe of Possibilities"</p> <p><b>Focus Question:</b> What jobs make space exploration possible?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Lexile:</b> 1020L</p> <p><b>Directed Text:</b> "The Space Race" by Renée Carver</p> <p><b>Focus Question:</b> How did people first travel in space and explore the Moon?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Problem/Solution; Main Ideas, Details, Text Features, Time Line</p> <p><b>Lexile:</b> 860L</p> <p><b>Central Text:</b> Excerpt from <i>How We Got to the Moon: The People, Technology, and Daring Feats of Science Behind Humanity's Greatest Adventure</i> by John Rocco</p> <p><b>Focus Question:</b> Why was it so challenging to get to the Moon?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Main Ideas, Details, Text Features, Illustrations, Diagrams</p> <p><b>Reread:</b> Captions, Author's Purpose</p> <p><b>Lexile:</b> 1080L</p>	<p><b>Concept Words:</b> application, exploration, aeronautics, missions</p> <p><b>Target Words:</b> acceleration, thrust, recalibrate, combustion, aerodynamic, lunar, rendezvous, efficiency</p>	Word Parts: Greek and Latin Affixes	<p>Greek Roots <i>geo</i>, <i>astr</i>, <i>bio</i>, <i>cosm</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> geography, geology, astronaut, astronomy, biologist, biographer, cosmos, cosmonaut, technology, asteroid</p> <p><b>Challenge:</b> geode, geographic, asteroid, asterisk, astronomer, biographical, biome, cosmic, technically, cosmonaut</p>	Accuracy, Appropriate Rate, and Expression (Expression and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Transitions</p> <p><b>Grammar &amp; Mechanics:</b> transitions, commas</p>	continued	continued
Week 4					<p>Review Units 1–3</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> astrology, biologist, biosphere, enrollee, geological, geologist, technical, technology, thermal, technologist</p> <p><b>Challenge:</b> astronomical, biographical, enlistee, exosphere, geothermal, logical, mythological, spherical, technologist</p>				



Grade 5 • Unit 4 | Storytelling: How It Came to Be | Essential Question: How can we use stories to explain things in our lives today?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Traditional Narratives"</p> <p><b>Focus Question:</b> What kinds of traditional narratives do people tell? What can we learn from these narratives?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Active Listening</p>	<p><b>Read Aloud:</b> "Tales of Hope: The African American Folktale Tradition"</p> <p><b>Focus Question:</b> How did enslaved people use storytelling in their everyday lives?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Ask and Answer Questions</p> <p><b>Lexile:</b> 1060L</p> <p><b>Directed Text:</b> <i>Coyote Gets Fooled Again</i> by Alicia Salazar</p> <p><b>Focus Question:</b> What lessons does Coyote learn when Coneja outsmarts him? Why are these lessons still important today?</p> <p><b>Genre:</b> Drama (Folktale)</p> <p><b>Structure/Elements:</b> Problem/Solution, Plot; Acts, Scenes, Character Tags, Stage Directions</p> <p><b>Lexile:</b> NP</p> <p><b>Central Text:</b> <i>How Māui Slowed the Sun</i> by Albert Belz</p> <p><b>Focus Question:</b> According to the drama, how has the length of a day changed? Why did it change?</p> <p><b>Genre:</b> Drama (Oral History)</p> <p><b>Structure/Elements:</b> Problem/Solution, Plot; Acts, Scenes, Character Tags, Stage Directions</p> <p><b>Reread:</b> Stage Directions, Character Traits</p> <p><b>Lexile:</b> NP</p> <p><b>Companion Text:</b> “Why Thunder Is a Friend to the Cherokees” as told by Gayle Ross</p> <p><b>Focus Question:</b> How does this text explain the relationship the Cherokee Nation has with Thunder?</p> <p><b>Genre:</b> Oral Tribal History</p> <p><b>Structure/Elements:</b> Cause/Effect; Oral Tribal History, Events, Narrator's Perspective</p> <p><b>Reread:</b> Narrator’s Perspective</p> <p><b>Lexile:</b> 990L</p>	<p><b>Concept Words:</b> myth, beliefs, wisdom, significant, folktale, record</p> <p><b>Target Words:</b> demigod, attitude, exceptional, lair, implied, unison, dwells, leisurely; clans, ravine, forbid, fumes</p>	Dictionary Strategy: Clarify Meaning	<p>Verb Suffixes <i>-en</i> ,<i>-ize</i>, <i>-ify</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> frighten, strengthen, intensify, solidify, simplify, capitalize, realize, normalize, broaden, geologist</p> <p><b>Challenge:</b> hasten, broaden, enlighten, identify, clarify, personify, emphasize, summarize, realize, technologist</p>	Accuracy, Appropriate Rate, and Expression (Expression and Intonation); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use Pronouns Effectively</p> <p><b>Grammar &amp; Mechanics:</b> nouns, pronouns</p>	<p><b>Writing Genre:</b> Informative Essay</p> <p><b>Writing Prompt:</b> You have studied <i>Coyote Gets Fooled Again</i> and <i>How Māui Slowed the Sun</i>. How do clever characters get what they want in both dramas? Write an informative essay comparing and contrasting the two dramas for a school open house. Use evidence from both texts to support your response.</p>	<p><b>Title:</b> Start Storytelling</p> <p><b>Options:</b> Write a Play or Write a Picture Book</p>
Week 2		<p>Adjective Suffixes <i>–ic/-tic</i>, <i>-ive</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> historic, artistic, dramatic, fantastic, creative, defensive, protective, expensive, descriptive, frighten</p> <p><b>Challenge:</b> allergic, economic, genetic, apologetic, objective, secretive, alternative, descriptive, dramatic, broaden</p>							



Grade 5 • Unit 4 | Storytelling: How It Came to Be | Essential Question: How can we use stories to explain things in our lives today?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Why We Share Stories"</p> <p><b>Focus Question:</b> Why is storytelling important?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations</b></p> <p><b>Skill:</b> Taking Turns Talking</p>	<p><b>Read Aloud:</b> "Turning a New Page"</p> <p><b>Focus Question:</b> Why do some people choose to retell old stories or create brand new stories?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Lexile:</b> 1050L</p> <p><b>Directed Text:</b> "Paxton Tells a Tale" by Judie Offerdahl</p> <p><b>Focus Question:</b> Why does Paxton decide to write his own story?</p> <p><b>Genre:</b> Fiction</p> <p><b>Structure/Elements:</b> Plot; Chronological Order, Characters, Events, Theme</p> <p><b>Lexile:</b> 820L</p> <p><b>Central Text:</b> <i>How the Stars Came to Be</i> by Poonam Mistry</p> <p><b>Focus Question:</b> How does this story explain why there are stars and constellations in the night sky?</p> <p><b>Genre:</b> Fiction</p> <p><b>Structure/Elements:</b> Plot; Characters, Elements of Fantasy, Theme</p> <p><b>Reread:</b> Personification</p> <p><b>Lexile:</b> 840L</p>	<p><b>Concept Words:</b> educate, commonality, exaggerate, improvise</p> <p><b>Target Words:</b> journeys (v), horizon, arrange, tirelessly, smudge, ruined, illuminated, arc; clans/clan, ravine, forbid, fumes</p>	Use the Outside-In Strategy	<p>Noun Suffixes <i>-ship, -ism, -age</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> magnetism, journalism, friendship, championship, leadership, luggage, postage, blockage, wreckage, fantastic</p> <p><b>Challenge:</b> mannerism, professionalism, companionship, fellowship, sponsorship, wreckage, percentage, storage, championship, descriptive</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency	<p><b>Writing Skill:</b></p> <p>Elaborate Ideas: Use Descriptive Language</p> <p><b>Grammar &amp; Mechanics:</b></p> <p>adjectives, adverbs, linking verbs</p>	continued	continued
Week 4					<p>Suffix <i>-ate</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> graduate, formulate, motivate, illustrate, activate, fortunate, doctorate, appreciate, narrate, luggage</p> <p><b>Challenge:</b> orchestrate, domesticate, fascinate, narrate, calculate, affectionate, evaluate, alternate, fortunate, wreckage</p>				



Grade 5 • Unit 5 | History: American Revolution Perspectives | Essential Question: What shaped the different perspectives on the American Revolution?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> “Voices of the American Revolution”</p> <p><b>Focus Question:</b> What perspectives did people have on the American Revolution?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Review Key Ideas</p>	<p><b>Read Aloud:</b> “Sparking the Revolution”</p> <p><b>Focus Question:</b> What do the events leading up to the American Revolution reveal about the perspectives of American colonists?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategies:</b> Ask and Answer Questions, Summarize</p> <p><b>Lexile:</b> 1040L</p> <p><b>Directed Text:</b> “Rumblings of a Revolution” by Diana Tang</p> <p><b>Focus Question:</b> How do the characters understand each other’s perspectives?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Structure/Elements:</b> Problem/Solution, Plot; Characters, Events, Conflict</p> <p><b>Lexile:</b> 890L</p> <p><b>Central Text:</b> <i>Sybil Ludington Rides to the Rescue</i> by Jessica Gunderson</p> <p><b>Focus Question:</b> What motivates Sybil Ludington to help the cause for independence?</p> <p><b>Genre:</b> Historical Fiction (Graphic Novel)</p> <p><b>Structure/Elements:</b> Problem/Solution, Plot; Characters, Events, Conflict, Graphic Novel Format</p> <p><b>Reread:</b> Figurative Language, Visual Elements</p> <p><b>Lexile:</b> 610L</p> <p><b>Companion Text:</b> Excerpt from <i>Heart and Soul: The Story of America and African Americans</i> by Kadir Nelson</p> <p><b>Focus Question:</b> How did the Declaration of Independence influence the perspectives of African American people during the American Revolution?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Structure/Elements:</b> Compare/Contrast; Characters, Events</p> <p><b>Reread:</b> Narrator’s Perspective</p> <p><b>Lexile:</b> 1020L</p>	<p><b>Concept Words:</b> revolution, colonist, Patriot, Loyalist, declaration, enslaved</p> <p><b>Target Words:</b> representation, militia, intercepted, proclamation, outpost, outlaws, muster, retreated; freemen, laborers, foundation, abolish</p>	Multiple-Meaning Words	<p>Suffix <i>-ion</i>; Variations <i>-sion/-ssion</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> collision, decision, admission, permission, invasion, expansion, division, explosion, extension, illustrate</p> <p><b>Challenge:</b> apprehension, suspension, omission, submission, seclusion, comprehension, extension, admission, narrate, commission</p>	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use the Progressive Tenses</p> <p><b>Grammar &amp; Mechanics:</b> past progressive, present progressive, future progressive</p>	<p><b>Writing Genre:</b> Persuasive Essay (guided research)</p> <p><b>Writing Prompt:</b> You have learned that some colonists took action against the British during the American Revolution. Do you agree with these colonists’ actions? Write a persuasive essay for the school website in which you clearly state your claim and reasons. Use evidence from the sources to support your response.</p>	<p><b>Title:</b> Explore Perspectives</p> <p><b>Options:</b> Create a Time Line or Write Newspaper Headlines</p>
Week 2					<p>Vowel Alternations</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> metallic, original, excellence, habitat, ability, taxation, resident, relation, familiarity, decision</p> <p><b>Challenge:</b> custodian, familiarity, mobility, translation, originate, laborious, habitual, conspiracy, excellence, extension</p>				

Grade 5 • Unit 5 | History: American Revolution Perspectives | Essential Question: What shaped the different perspectives on the American Revolution?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Turning Points of the American Revolution"</p> <p><b>Focus Question:</b> How did the turning points of the American Revolution change people's perspectives?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Clarify Information</p>	<p><b>Read Aloud:</b> "Benedict Arnold: Hero or Traitor?"</p> <p><b>Focus Question:</b> How did Benedict Arnold's actions during the war reveal his perspective about the American Revolution?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Comprehension Strategy:</b> Make Inferences</p> <p><b>Lexile:</b> 1010L</p> <p><b>Directed Text:</b> "The Call of Liberty: Women and the American Revolution" by Christina Dendy</p> <p><b>Focus Question:</b> How did the American Revolution affect the lives of women?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Compare/Contrast; Details, Main Ideas, Illustrations, Text Features</p> <p><b>Lexile:</b> 900L</p> <p><b>Central Text:</b> Excerpt from <i>Forgotten Founders: Black Patriots, Women Soldiers, and Other Thinkers and Heroes Who Shaped Early America</i> by Mifflin Lowe</p>	<p><b>Concept Words:</b> liberty, independence, turning point, alliance</p> <p><b>Target Words:</b> regiment, battalion, consolidated, noble, gumption, vehement, opposition, enlisted</p>	<p>Context Clues: Comparisons</p>	<p>Consonant Alternations I</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> crumble, limber, muscular, signal, columnist, signature, bombard, autumnal, significant, ability</p> <p><b>Challenge:</b> bombardier, designate, significant, condemnation, resignation, debit, solemnity, signify, crumble, familiarity</p>	<p>Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency</p>	<p><b>Writing Skill:</b> Clearly Communicate: Use Perfect Tenses</p> <p><b>Grammar &amp; Mechanics:</b> past perfect, present perfect, future perfect</p>	<p>continued</p>	<p>continued</p>
Week 4					<p>Consonant Alternations II</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> electrician, publicity, actions, instruction, musician, subtraction, partial, medicine, politician, signature</p> <p><b>Challenge:</b> criticize, politician, patience, toxicity, authenticity, refraction, destruction, residential, partial, significant</p>				

Grade 5 • Unit 6 | Life Science: Ecosystems and Energy Flow | Essential Question: How do living things coexist in their ecosystems?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "The Pika's Rocky Mountain Ecosystem"</p> <p><b>Focus Question:</b> What can pikas teach us about the health of an ecosystem?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Express Ideas Clearly with Respect for Others' Feelings and Ideas</p>	<p><b>Read Aloud:</b> "Living Things Need Energy"</p> <p><b>Focus Question:</b> How do living things get the energy they need to survive?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Ask and Answer Questions, Summarize</p> <p><b>Lexile:</b> 1010L</p> <p><b>Directed Text:</b> "Save It for the Soil" by Gayleen Rabakukk</p> <p><b>Focus Question:</b> What helps the plants in the story thrive in their ecosystem?</p> <p><b>Genre:</b> Narrative (fiction)</p> <p><b>Structure/Elements:</b> Cause/Effect, Plot; Setting, Events, Narrator</p> <p><b>Lexile:</b> 920L</p> <p><b>Central Text:</b> <i>The Grizzly Mother</i> by Hetxw'ms Gyetxw (Brett D. Huson)</p> <p><b>Focus Question:</b> How do the grizzly mother and her two cubs depend on the land, plants, and other animals to survive in their environment?</p> <p><b>Genre:</b> Narrative (nonfiction)</p> <p><b>Structure/Elements:</b> Cause/Effect, Plot; Setting, Events, Narrator</p> <p><b>Reread:</b> Sensory Language, Tone</p> <p><b>Lexile:</b> 1010L</p> <p><b>Companion Text:</b> <i>The Life of a Pond</i> by Lisa Benjamin</p> <p><b>Focus Question:</b> How do the plants and animals in the poems create a stable food web?</p> <p><b>Genre:</b> Poetry</p> <p><b>Structure/Elements:</b> Poetry (lines, stanzas); Rhyme, Meter, Figurative Language, Theme</p> <p><b>Reread:</b> Figurative Language (Similes and Metaphors)</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> ecosystem, organism, species, food web, diversity, thrive</p> <p><b>Target Words:</b> duration, preparation, imprint, prey, nutrients, gorging, metabolism, solitary; aquatic, nectar, advantage, interdependence</p>	Context Clues: Cause and Effect	<p>Amount Prefixes <i>semi-</i>, <i>mon-/mono-</i>, <i>equ-</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> semisolid, semifinal, monarch, monogram, monorail, monotone, equidistantly, equivocal, semicolon, medicine</p> <p><b>Challenge:</b> semicolon, semiannual, semiprecious, monocle, monotony, monologue, equilateral, equinox, monarch, politician</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Intonation); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use Modal Verbs</p> <p><b>Grammar &amp; Mechanics:</b> modal verb, main verb</p>	<p><b>Writing Genre:</b> Fiction Narrative / Poetry</p> <p><b>Fiction Narrative Prompt:</b> At one point in "Save It for the Soil," Ezra notices that the worms are not eating some of the food scraps. Write a fiction narrative for first graders from a worm's point of view. In your narrative, have a worm explain the choice to eat some of the food scraps but not the others.</p> <p><b>Poetry Prompt:</b> Write a poem for first graders about a plant or animal you have learned about in this unit. Your poem can be free verse, narrative, or another form. Remember to include poetic elements, such as lines, stanzas, rhythm, rhyme, or figurative language.</p>	<p><b>Title:</b> Explain an Ecosystem</p> <p><b>Options:</b> Write an Editorial or Create a Diagram</p>
Week 2					<p>Position Prefixes <i>after-</i>, <i>mid-</i>, <i>inter-</i>, <i>trans-</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> afterward, afternoon, midway, midpoint, transportation, transplant, interruption, interactive, interfere, semifinal</p> <p><b>Challenge:</b> aftertaste, afterword, midday, midsection, transferred, transaction, interchangeable, interfere, afterward, semicolon</p>				

Grade 5 • Unit 6 | Life Science: Ecosystems and Energy Flow | Essential Question: How do living things coexist in their ecosystems?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Growing Our Food"</p> <p><b>Focus Question:</b> How do different types of farms benefit our ecosystem?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions About What a Speaker Says</p>	<p><b>Read Aloud:</b> "Ynés Mexía: Blazing Trails in Botany"</p> <p><b>Focus Question:</b> How did Ynés Mexía contribute to the study of plants and ecosystems?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Make Inferences</p> <p><b>Lexile:</b> 1070L</p> <p><b>Directed Text:</b> "Everyone Should Have a Plant"</p> <p><b>Focus Question:</b> How can plants make our home environments better?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Cause/Effect, Argument; Reasons, Evidence, Claim, Headings, Subheadings</p> <p><b>Lexile:</b> 940L</p> <p><b>Central Text:</b> "Community Gardens: Why Every City Should Have One"</p> <p><b>Focus Question:</b> How can community gardens improve our communities?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Cause/Effect, Argument; Reasons, Evidence, Claim, Text Features</p> <p><b>Reread:</b> Author's Purpose, Text Features</p> <p><b>Lexile:</b> 980L</p>	<p><b>Concept Words:</b> botanical, vital, conservation, cultivate</p> <p><b>Target Words:</b> beautify, harvest, plots, shortage, vacant, conventional, pollutants, bonds</p>	<p>Context Clues: Unhelpful or Misleading Clues</p>	<p>Size Prefixes <i>mega-</i>, <i>micro-</i>, <i>super-</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> supermarket, supervise, superglue, microscopic, microwave, microchip, megaphone, megastore, microcosm, interruption</p> <p><b>Challenge:</b> superficial, superconductor, supersonic micromanage, microbiology, microcosm, megawatt, megabyte, microscopic, interfere</p>	<p>Accuracy, Appropriate Rate, and Expression (Expression and Rate); Reread for Fluency</p>	<p><b>Writing Skill:</b> Clearly Communicate: Write about Past Conditions</p> <p><b>Grammar &amp; Mechanics:</b> modal verbs, perfect tense forms</p>	<p>continued</p>	<p>continued</p>
Week 4					<p>Review Units 4–6</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> organic, megaphone, metallic, activism, microscopic, soften, volcanic, supervision, transportation, translation</p> <p><b>Challenge:</b> transaction, microorganism, supersonic, custodianship, originate, monopolize, semirealistic, translation, transmission, transportation</p>				

Grade 5 • Unit 7 | Expression and the Arts: Art and Action | Essential Question: How can art make an impact on our world?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Art Creates Community"</p> <p><b>Focus Question:</b> How can shared art enrich our community?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Active Listening</p>	<p><b>Read Aloud:</b> "Folk Songs: Heart to Heart"</p> <p><b>Focus Question:</b> How are folk songs an expression of art and culture?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Make Predictions, Reread</p> <p><b>Lexile:</b> 1060L</p> <p><b>Directed Text:</b> Excerpt from <i>Bottle Tops: The Art of El Anatsui</i> by Alison Goldberg</p> <p><b>Focus Question:</b> How has the artwork of El Anatsui impacted the art world and society?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Cause and Effect; Sequence, Main Ideas, Supporting Details, Text Features (illustrations)</p> <p><b>Lexile:</b> 920L</p> <p><b>Central Text:</b> <i>Danza! Amalia Hernández and El Ballet Folklórico de Mexico</i> by Duncan Tonatiuh</p> <p><b>Focus Question:</b> How did Amalia Hernández share her love of folkloric dance with others?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Cause and Effect; Sequence, Main Ideas, Supporting Details, Text Features (illustrations)</p> <p><b>Reread:</b> Author's Purpose, Author's Perspective</p> <p><b>Lexile:</b> 990L</p> <p><b>Companion Text:</b> <i>Art Club Adventure</i> by Sharon Eisenberg Cytrynbaum</p> <p><b>Focus Question:</b> What do the characters learn about art in their community?</p> <p><b>Genre:</b> Drama</p> <p><b>Structure/Elements:</b> Plot, Act, Scene; Characters, Character Tags, Dialogue, Stage Directions, Theme</p> <p><b>Reread:</b> Suspense</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> design, community art, technique, perspective, heritage, appreciation</p> <p><b>Target Words:</b> world-renowned, jarring, disciplined, ceremonial, conceived, prestigious, technicians, amateur; scavenger hunt, sculpture, mural, capture</p>	Context Clues: Synonym Clues	<p>Homophones</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> metal, medal, piece, peace, we've, weave, allowed, aloud, troupe, organic</p> <p><b>Challenge:</b> bizarre, bazaar, council, counsel, colonel, kernel, troupe, troop, allowed, translation</p>	Accuracy, Appropriate Rate, and Expression (Phrasing and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use Precise Language</p> <p><b>Grammar &amp; Mechanics:</b> appositive, prepositional phrase</p>	<p><b>Writing Genre:</b> Persuasive Essay (independent research)</p> <p><b>Writing Prompt:</b> From pottery to music, from paintings to plays, art comes in many forms. Which art form do you think has had the biggest impact on the world? Why? Write a persuasive essay for your principal explaining why there should be lessons during the school year that focus on that art form. Use evidence from at least three sources to support your ideas.</p>	<p><b>Title:</b> Create Art</p> <p><b>Options:</b> Write a Song or Create a Virtual Art Gallery</p>
Week 2					<p>Tricky Words</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> guitar, rhythm, society, choir, theory, necessary, probably, character, region, allowed</p> <p><b>Challenge:</b> characteristic, parallel, recommend, decipher, privilege, discipline, region, environmental, probably, troupe</p>				

Grade 5 • Unit 7 | Expression and the Arts: Art and Action | Essential Question: How can art make an impact on our world?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Crafting Around the World"</p> <p><b>Focus Question:</b> What can we learn from studying how people make art around the world?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Taking Turns Talking</p>	<p><b>Read Aloud:</b> "A Family Tradition"</p> <p><b>Focus Question:</b> What does Darren discover about art as he makes pottery with his dad?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategies:</b> Ask and Answer Questions, Visualize</p> <p><b>Lexile:</b> 1060L</p> <p><b>Directed Text:</b> "Taking the Stage" by Mylo Lam</p> <p><b>Focus Question:</b> How does the speaker change throughout the poem?</p> <p><b>Genre:</b> Poetry</p> <p><b>Structure/Elements:</b> Poetry (Lines, Stanzas), Free-Verse; Speaker, Theme, Figurative Language</p> <p><b>Lexile:</b> NP</p> <p><b>Central Text:</b> <i>Woven of the World</i> by Katey Howes</p> <p><b>Focus Question:</b> How have people used the art of weaving to help preserve and celebrate their cultures?</p> <p><b>Genre:</b> Poetry</p> <p><b>Structure/Elements:</b> Poetry (Lines, Stanzas); Rhyme, Speaker, Theme, Figurative Language</p> <p><b>Reread:</b> Speaker's Perspective, Illustrations and Tone</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> craft, medium, symbolize, artisans</p> <p><b>Target Words:</b> loom, coaxed, dynasty, fibers, stalwart, fabric, artistry, tapestries</p>	<p>Context Clues: Antonym or Contrast Clues</p>	<p>Homographs</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> present, separate, contract, produce, minute, object, desert, refuse, entrance, necessary</p> <p><b>Challenge:</b> entrance, incense, attribute, compound, console, predicate, address, digest, desert, region</p>	<p>Accuracy, Appropriate Rate, and Expression (Intonation and Expression); Reread for Fluency</p>	<p><b>Writing Skill:</b> Clearly Communicate: Use Stylistic Elements</p> <p><b>Grammar &amp; Mechanics:</b> interjection, tag question</p>	<p>continued</p>	<p>continued</p>
Week 4					<p>Words with Unusual Spellings and Silent Letters</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> business, weird, answer, iron, sword, through, gnarled, vacuum, Wednesday, minute</p> <p><b>Challenge:</b> playwright, overwhelm, twelfth, Wednesday, February, pharaoh, guarantee, subtle, business, entrance</p>				



Grade 5 • Unit 8 | Economics: Economic Changes | Essential Question: Why do economies change?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "What Is an Economy?"</p> <p><b>Focus Question:</b> How do different people, businesses, and the government work together to create the US economy?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Review Key Ideas</p>	<p><b>Read Aloud:</b> "Riverwood, Then and Now"</p> <p><b>Focus Question:</b> How can a changing economy affect people and businesses?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategy:</b> Make Predictions</p> <p><b>Lexile:</b> 1120L</p> <p><b>Directed Text:</b> "The Big Junction" by Glynn Gomes</p> <p><b>Focus Question:</b> Why did Chicago become the nation's "Big Junction"?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Main Ideas, Details, Text Features (Headings, Captions, Sidebars)</p> <p><b>Lexile:</b> 1010L</p> <p><b>Central Text:</b> "The Great Depression Begins" from <i>Fighting for the Forest: How FDR's Civilian Conservation Corps Helped Save America</i> by P. O'Connell Pearson</p> <p><b>Focus Question:</b> What were the economic impacts of the Civilian Conservation Corps?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Main Ideas, Details, Text Features (Headings, Captions, Sidebars)</p> <p><b>Reread:</b> Explain Relationships Between Ideas, Word Choice</p> <p><b>Lexile:</b> 1010L</p> <p><b>Companion Text:</b> "Unsung Heroes of the Civilian Conservation Corps" by Zoe Wells</p> <p><b>Focus Question:</b> What challenges and successes did people from minority groups face in the Civilian Conservation Corps?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Compare/Contrast; Main Ideas, Details, Author's Perspective</p> <p><b>Reread:</b> Captions</p> <p><b>Lexile:</b> 1010L</p>	<p><b>Concept Words:</b> industry, fund, manufacture, household, employment, fluctuate</p> <p><b>Target Words:</b> depressions, stock market, collapsed, crisis, insurance, potential, social order, restoring; recruits, perseverance, intention, expertise</p>	<p>Dictionary Strategy: Etymology</p>	<p>Words Borrowed from French</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> restaurant, corps, essay, souvenir, bouquet, depot, petite, detour, debris, answer</p> <p><b>Challenge:</b> debris, buffet, silhouette, boutique, bureau, reservoir, millionaire, crochet, bouquet, wednesday</p>	<p>Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency</p>	<p><b>Writing Skill:</b> Elaborate Ideas: Use Infinitives</p> <p><b>Grammar &amp; Mechanics:</b> main verb, infinitive</p>	<p><b>Writing Genre:</b> Informative Essay</p> <p><b>Writing Prompt:</b> The Civilian Conservation Corps (CCC) changed the lives of millions of Americans. What were the economic effects on the people of the United States? Write an informative essay that explains the impact of the CCC. Use text evidence from three sources to support your ideas.</p>	<p><b>Title:</b> Explain an Economic Change</p> <p><b>Options:</b> Write a Public Service Announcement or Create a Board Game</p>
Week 2					<p>Words Borrowed from Other Languages</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> macaroni, pajamas, opera, karate, chaos, pretzel, kindergarten, patio, spaghetti, restaurant</p> <p><b>Challenge:</b> khaki, chronic, bandanna, nemesis, sapphire, waltz, origami, spaghetti, kindergarten, debris</p>				



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Week 3	<p><b>Title:</b> "How Are Coins Made?"</p> <p><b>Focus Question:</b> How do the steps in making currency at the United States Mint impact our economy?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Clarify Information</p>	<p><b>Read Aloud:</b> "Opening the Bibliobank"</p> <p><b>Focus Question:</b> How does the family in the story give an old business new life?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Lexile:</b> 1070L</p> <p><b>Directed Text:</b> "How Credit Unions Make Your Community Stronger" by Andrés Pi Andreu</p> <p><b>Focus Question:</b> How are credit unions beneficial to their communities?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Problem/Solution; Supporting Details, Related Events/Ideas/Concepts, Text Features (Subheadings, Visual Features)</p> <p><b>Lexile:</b> 990L</p> <p><b>Central Text:</b> <i>What Banks Do With Money</i> by Janet Liu and Melinda Liu</p> <p><b>Focus Question:</b> How do banks help people meet economic challenges and opportunities?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Problem/Solution; Supporting Details, Related Events/Ideas/Concepts, Text Features (Subheadings, Visual Features)</p> <p><b>Reread:</b> Facts and Opinions, Precise Word Choice</p> <p><b>Lexile:</b> 870L</p>	<p><b>Concept Words:</b> mint, financial, production, currency</p> <p><b>Target Words:</b> branches, institutions, deposit, interest, withdraw, typically, term, ownership</p>	Thesaurus Strategy	<p>Latin Roots <i>circ, circum, duc/duct, gress</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> circulate, semicircle, circular, induct, reduced, conduct, congress, progress, circumstances, pajamas</p> <p><b>Challenge:</b> circuit, circumstances, productive, conductor, deduct, reduction, progressive, aggression, circulate, spaghetti</p>	Accuracy, Appropriate Rate, and Expression (Rate and Expression); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Gerunds</p> <p><b>Grammar &amp; Mechanics:</b> gerunds</p>	continued	continued
Week 4					<p>Latin Roots <i>ven/vent, mit/miss/mise, nat</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> adventure, avenue, inventions, dismiss, transmit, admitted, nationwide, natural, commitment, progress</p> <p><b>Challenge:</b> eventually, intervention, convenient, dismissal, promised, commitment, nationality, international, avenue, circumstances</p>				

Grade 5 • Unit 9 | Physical Science: States of Matter | Essential Question: How do changes in matter affect our lives?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Science of Matter: Winter Edition"</p> <p><b>Focus Question:</b> What are the states of matter, and how can they change?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Express Ideas Clearly with Respect for Others' Feelings and Ideas</p>	<p><b>Read Aloud:</b> "How Glass Is Made"</p> <p><b>Focus Question:</b> How does glass change states as it is made?</p> <p><b>Genre:</b> Informational</p> <p><b>Comprehension Strategies:</b> Make Predictions, Make Inferences</p> <p><b>Lexile:</b> 1060L</p> <p><b>Directed Text:</b> "Journey to the Northern Lights" by Liz Smith</p> <p><b>Focus Question:</b> What inspires Gracie and Lila to learn more about the Northern Lights?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Plot, Problem/Solution; Character, Setting, Events, Conflict, Theme</p> <p><b>Lexile:</b> 930L</p> <p><b>Central Text:</b> "How to Thaw a Cold Shoulder" by Jennifer Torres</p> <p><b>Focus Question:</b> How does Nico handle the changes he faces on and off the ice?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Plot, Problem/Solution; Character, Setting, Events, Conflict, Theme</p> <p><b>Reread:</b> Idioms, Word Choice and Characterization</p> <p><b>Lexile:</b> 940L</p> <p><b>Companion Text:</b> "Up, Up, and Away!" by Nicholas Solis</p> <p><b>Focus Question:</b> How does the air change during a hot-air balloon flight?</p> <p><b>Genre:</b> Narrative</p> <p><b>Structure/Elements:</b> Cause/Effect; Nonfiction Narrative Elements, Events, Descriptions, Details, Graphic Features</p> <p><b>Reread:</b> Point of View</p> <p><b>Lexile:</b> 970L</p>	<p><b>Concept Words:</b> state, substance, convert, composed, physical, chemistry</p> <p><b>Target Words:</b> console, obvious, priority, secured, tardiness, grimace, evaporated, inevitably; propane, inflate, exhilaration, maneuver</p>	Context Clues: Multiword Expressions	<p>Suffix <i>-ion</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> observation, admiration, activation, formation, multiplication, identification, position, definition, recommendation, natural</p> <p><b>Challenge:</b> preservation, determination, consolation, recommendation, beautification, qualification, exposition, recitation, observation, commitment</p>	Accuracy, Appropriate Rate, and Expression (Expression and Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Relative Clauses</p> <p><b>Grammar &amp; Mechanics:</b> noun, relative pronoun, relative clause</p>	<p><b>Writing Genre:</b> Informative Essay</p> <p><b>Writing Prompt:</b> Think of an item you use every day that is made from plastic, metal, or rubber. Write an informative essay that explains how the item is made. How does it change states of matter during its production? Why is this change important? Use evidence from at least three relevant sources to support your ideas.</p>	<p><b>Title:</b> Explain Changes in Matter</p> <p><b>Options:</b> Write a Podcast or Create a Presentation</p>
Week 2					<p>Suffixes <i>-ative, -itive</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> preventative, representative, talkative, conservative, figurative, definitive, additive, sensitive, qualitative, multiplication</p> <p><b>Challenge:</b> argumentative, declarative, imaginative, authoritative, qualitative, insensitive, competitive, primitive, preventative, recommendation</p>				

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WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Scientists Who Studied Matter"</p> <p><b>Focus Question:</b> How did some scientists impact the study of matter?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions About What a Speaker Says</p>	<p><b>Read Aloud:</b> "Foggy Night"</p> <p><b>Focus Question:</b> What do Mia and her family learn about fog and how it forms?</p> <p><b>Genre:</b> Poetry</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Lexile:</b> 920L</p> <p><b>Directed Text:</b> "What's Wrong with Rust?" by Jamal Belahmira</p> <p><b>Focus Question:</b> What are some ways the chemical reaction of rust can transform our world?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Main Ideas, Key Details, Text Features</p> <p><b>Lexile:</b> 1010L</p> <p><b>Central Text:</b> Excerpt from <i>Starting from Scratch</i> by Sarah Elton</p> <p><b>Focus Question:</b> How does cooking change matter?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause/Effect; Main Ideas, Key Details, Text Features</p> <p><b>Reread:</b> Text Features, Author's Perspective</p> <p><b>Lexile:</b> 970L</p>	<p><b>Concept Words:</b> element, compounds, mixture, theoretical</p> <p><b>Target Words:</b> molecular, acids, chemical, carbohydrates, preservative, fermentation, enzyme, matrix</p>	Combine Strategies	<p>Latin and Greek Plural Endings</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> fungus, fungi, cactus, cacti, bacterium, bacteria, analysis, analyses, phenomenon, representative</p> <p><b>Challenge:</b> alumnus, alumni, millennium, millennia, phenomenon, phenomena, diagnosis, diagnoses, bacteria, qualitative</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Participial Phrases</p> <p><b>Grammar &amp; Mechanics:</b> present participle, participial phrases</p>	continued	continued
Week 4					<p>Review Units 7–9</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> transformation, circulate, ventilation, preventative, fungal, semicircle, informative, bacterial, rhythmic, circumnavigation</p> <p><b>Challenge:</b> competitive, intervention, circulation, circumnavigation, naturalization, exposition, phenomenal, semicircular, theoretic, transformation</p>				