



Grade 5 Sample

Scope and Sequence



Grade 5 Unit 1 | Identity: Reading Connects Us

Essential Question: How can literature help us learn about ourselves and connect to others?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “Finding Ourselves in Literature” Video Collaborative Conversations Skill: Active Listening SL.5.1d, SL.5.2	Read Aloud: “Friendship by the Book!” Genre: Fiction Comprehension Strategy: Make Predictions Lexile: 940L Directed Text: <i>The Vanderbeekers to the Rescue</i>, Chapter 1 by Karina Yan Glaser Genre: Realistic Fiction Structure/Elements: Cause and Effect, Plot; Character, Setting, Make Inferences Lexile: 880L Central Text: <i>The Vanderbeekers to the Rescue</i>, Chapters 2–3 by Karina Yan Glaser Genre: Realistic Fiction Structure/Elements: Cause and Effect, Plot; Character, Setting, Make Inferences Reread: Author’s Purpose, Chapters Lexile: 870L RL.5.2, RL.5.3, RL.5.5, RL.5.9, RF.5.4b, SL.5.2, L.5.4a*	Concept Words: relationships, connections, mutual, cooperation, emotions, struggle Target Words: chaotic, personally, inspector, code, expression, landlord, license, operations L.5.6	Context Clues L.5.4a
Lessons 6–10		Central Text, cont’d: <i>The Vanderbeekers to the Rescue</i>, Chapters 2–3 by Karina Yan Glaser Companion Text: “Making a Difference in the Peace Corps” by Rebecca Kulik Genre: Informational Text Structure/Elements: Cause and Effect; Facts, Examples, Explanations, Quotations, Headings Reread: Author’s Perspective Lexile: 890L RL.5.5, RL.5.6, RI.5.2, RI.5.6, RF.5.4b*	Target Words: developing, promote, serve, impact L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Open and Closed Syllables Spelling Lists On-Level: tonsils, insult, chapter, comment, evict, silence, tulip, violin, radio, fragment Challenge: gallop, sibling, culture, fragment, blustery, enough, obedient, science, triumph, silence RF.5.3a	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Write Complete Sentences Grammar & Mechanics: subject, predicate, complete sentence W.5.5, L.5.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Vowel Team and <i>r</i>-Controlled Vowel Syllables Spelling Lists On-Level: audition, jigsaw, coupon, pursuit, terminate, blizzard, furniture, cougar, confirm, violin Challenge: applesauce, confirm, scrawny, acoustic, nuisance, cautious, furthermore, harmony, coupon, fragment RL.5.3a, RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.5.4b		Writing Genre: Personal Narrative Writing Prompt: 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? What did you learn about yourself and others from this experience? W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.10, SL.5.1b, SL.5.5, SL.5.6, L.5.3a	Title: Write about Lessons Learned Options: Write a Poem or Write a Dialogue RL.5.9, RI.5.9, W.5.6

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	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “Seeing the Word Through Poetry” <i>Video</i> Collaborative Conversations Skill: Take Turns Speaking SL.5.1d, SL.5.2	Read Aloud: “Thank You, Yolanda” Genre: Poetry Comprehension Strategy: Reread Lexile: 610L Directed Text: “Hardships” by Mae Bedner; “A Cooking Lesson” by Mae Bedner; “Team Sports” by Dennis Francis Genre: Poetry Structure/Elements: Poetry (lines, stanzas); Rhyme, Meter, Theme Lexile: 600L, 600L, 370L Central Text: Selections from <i>Dictionary for a Better World: Poems, Quotes and Anecdotes from A to Z</i> by Irene Latham and Charles Waters Genre: Poetry Structure/Elements: Poetry (lines, stanzas); Rhyme, Meter, Theme Lexile: NP RL.5.2, RL.5.5, RI.5.1, W.5.9a, SL.5.2, L.5.4.a*	Concept Words: experiences, interact, hardship, empathy Target Words: belonging, bloom, forgiveness, guilty L.5.6	Multiple-Meaning Words SL.5.1c, L.5.4a, L.5.6
Lessons 16–20		Central Text, cont’d: Selections from <i>Dictionary for a Better World: Poems, Quotes and Anecdotes from A to Z</i> by Irene Latham and Charles Waters RL.5.4, RL.5.5, RF.5.4b, SL.5.1a, L.5.5a*		

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Final Silent e and Final Stable Syllables Spelling Lists On-Level: parade, operate, puzzle, several, fossil, squirrel, fountain, mountain, certain, pursuit Challenge: immune, refuge, dedicate, sequel, utensil, obstacle, certain, curtain, squirrel, confirm RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Expression); Reread for Fluency RF.5.4b	Writing Skill: Connect Ideas: Combine Sentences Grammar & Mechanics: combine sentences, compound subject, compound predicate, coordinating conjunction, correlative conjunctions W.5.5, L.5.3a	Continued	Continued in Lessons 18–20
Lessons 16–20	Recognizing Base Words Spelling Lists On-Level: unwraps, submitted, independent, debating, avoidable, profiles, humbled, mountainous, unavoidable, several Challenge: sandwiches, concerned, equipment, unavoidable, purchases, insincere, courageous, vertically, mountainous, certain RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Expression); Reread for Fluency RF.5.4b		Continued	Continued

Grade 5 Unit 2 | Civics and Government: Origins of Our Government

Essential Question: How do the foundations of the US government affect us?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “Influencing the US Government” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions: Review Key Ideas SL.5.1a, SL.5.2	Read Aloud: “The Mayflower Compact” Genre: Informational Text Comprehension Strategies: Reread, Ask and Answer Questions Lexile: 970L Directed Text: “Rhode Island’s Lively Experiment in Freedom” by Jan Fields Genre: Informational Text Structure/Elements: Problem/Solution; Facts, Details, Chronological Order Lexile: 890L Central Text: Excerpt from <i>For Which We Stand: How Our Government Works and Why It Matters</i> by Jeff Foster Genre: Informational Text Structure/Elements: Problem/Solution; Facts, Details, Chronological Order, Headings, Charts, Text Features Reread: Author’s Purpose, Text Features Lexile: 1050L RI.5.2, RI.5.3, RI.5.5, RI.5.8, W.5.4, SL.5.2, L.5.4b*	Concept Words: rights, principles, republic, consent, constitution, amendment Target Words: oppressive, monarchy, regulating, policies, philosophical, proposed, restrictions, accountable L.5.6	Word Parts: Greek and Latin Roots L.5.4b
Lessons 6–10		Central Text, cont’d: Excerpt from <i>For Which We Stand: How Our Government Works and Why It Matters</i> by Jeff Foster Companion Text: “Why the Articles of Confederation Had to Be Replaced” by Marlene Greil Genre: Argumentative Text Structure/Elements: Compare/Contrast, Argument (Claims, Reasons, Facts, Evidence); Maps, Charts, Text Features Reread: Text Features Lexile: 910L RI.5.2, RI.5.5, RI.5.7, RI.5.8, RF.5.4b*	Target Words: ratified, unicameral, tariffs, delegate L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Prefixes <i>im-</i>, <i>in-</i>, <i>en-</i> Spelling Lists On-Level: impressed, import, impulse, inscribed, insight, inbound, encircle, enact, influence, independent Challenge: impressive, impactful, immersion, inspired, influence, inhabitant, enrollment, entangled, impulse, courageous RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.5.4b	Writing Skill: Connect Ideas: Use Compound Sentences Grammar & Mechanics: compound sentence, independent clause, coordinating conjunction L.5.1a, L.5.3a, W.5.5	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Suffixes <i>-ee</i>, <i>-ist</i>, <i>-ian</i>, <i>-ast</i> Spelling Lists On-Level: honoree, referee, tourist, specialist, novelist, librarian, historian, gymnast, Federalist, impressed Challenge: employee, nominee, committee, cyclist, Federalist, guardian, physician, enthusiast, librarian, influence RF.5.3a, RF.5.4a, L.5.2e	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.5.4b		Writing Genre: Persuasive Writing Writing Prompt: In <i>For Which We Stand: How Our Government Works</i> and <i>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. W.5.1a, W.5.1b, W.5.1d, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10, SL.5.1b, SL.5.3, SL.5.4a, L.5.1a, L.5.3a	Title: Explain the Impact on US Citizens Options: Write a Speech or Create a Slideshow RI.5.9, W.5.6, W.5.8, W.5.9b

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Essential Question: How do the foundations of the US government affect us?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “Expanding Rights in the United States” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer: Clarify Information SL.5.1a, SL.5.1d, SL.5.2	Read Aloud: “The Children’s Crusade” Genre: Historical Fiction Comprehension Strategies: Make Predictions, Reread Lexile: 970L Directed Text: “A Fight for Citizenship” by Fanny Kam Wong Genre: Biography Structure/Elements: Cause/Effect, Chronological Order Lexile: 840L Central Text: 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 Genre: Autobiography Structure/Elements: Cause/Effect, Chronological Order; First-Person Point of View Reread: Figurative Language, Foreshadowing Lexile: 650L RI.5.2, RI.5.5, RI.5.8, RI.5.9, RF.5.4b, SL.5.2, L.5.4b*	Concept Words: civil, discrimination, advocate, petition Target Words: mobile, system, grounds, hypocritical, token, hearing, appointed, lawsuit L.5.6	Word Parts: Greek and Latin Roots RF.5.3a, L.5.4b
Lessons 16–20		Central Text, cont’d: 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 RI.5.2, RI.5.5*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Prefixes <i>co-</i>, <i>com-</i>, <i>counter-</i>, <i>ex-</i> Spelling Lists On-Level: compile, compact, cooperate, coworker, counterpart, counteract, exchange, extend, commotion, referee Challenge: commotion, compromise, coexist, coordinating, counterclockwise, counterpoint, exhale, exposed, compact, Federalist RF.5.3a, RF.4.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Intonation and Rate); Reread for Fluency RF.5.4b	Writing Skill: Connect Ideas: Use Complex Sentences Grammar & Mechanics: complex sentence, subordinating conjunction, dependent clause, independent clause W.5.5, L.5.3a	Continued	Continued in Lessons 18–20
Lessons 16–20	Suffix <i>-al</i> Spelling Lists On-Level: medical, fictional, critical, trial, official, memorial, colonial, denial, horizontal, cooperate Challenge: central, commercial, electrical, recreational, physically, editorial, trivialize, horizontal. official, commotion RF.5.3a, RF.4.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Intonation and Rate); Reread for Fluency RF.5.4b		Continued	Continued

Grade 5 Unit 3 | Earth Science: Earth and Space Systems

Essential Question: How do people gain knowledge about Earth and space systems?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “The Moon and Earth” <i>Video</i> Collaborative Conversations Skill: Express Ideas Clearly with Respect for Others’ Feelings and Ideas SL.5.1a, SL.5.1d, SL.5.2	Read Aloud: “Reaching for Outer Space” Genre: Poetry (free-verse) Comprehension Strategies: Visualize, Make Inferences Lexile: 760L Directed Text: “Across the Sky” by Amie Leavitt Genre: Informational Text Structure/Elements: Cause and Effect; Facts, Details, Main Ideas, Text Features, Diagrams Lexile: 860L Central Text: “The Science of Space with Astronaut Victor J. Glover” Interview by Christine Taylor-Butler Genre: Informational Text Structure/Elements: Cause and Effect; Facts, Details, Main Idea, Text Features, Interview Reread: Connecting Details, Diagrams Lexile: 540L RI.5.2, RI.5.3, RI.5.7, SL.5.1c*	Concept Words: gravity, mass, orbit, revolves, innovations, axis Target Words: bodies, accurate, launch, constraints, humanity, engineering, objectives, resilient L.5.6	Word Parts: Greek and Latin Roots and Affixes RI.5.4, L.5.4a, L.5.5c
Lessons 6–10		Central Text, cont’d: “The Science of Space with Astronaut Victor J. Glover” Interview by Christine Taylor-Butler Companion Text: “Mission from Venus” by Sharon Cytrynbaum Genre: Graphic Novel Structure/Elements: Plot, Graphic Novel; Illustrations, Panels, Text Speech Balloons, Narration Boxes, Setting, Characters Reread: Tone Lexile: NP RI.5.2, RL.5.5, RI.5.6, RL.5.7, RF.5.4.a, RF.5.4b*	Target Words: stabilize, velocity, expedition, coordinates L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Greek Roots <i>log/logy, phon, path, gram</i> Spelling Lists On-Level: catalog, mythology, trilogy, phonics, headphones, sympathy, diagram, program, official, dialogue Challenge: dialogue, logical, saxophone, symphony, empathetic, apathy, grammar, programmable, horizontal, trilogy RF.5.4.a, RF.5.4b, RF.5.4c	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency RF.5.4.a, RF.5.4b, RF.5.4c	Writing Skill: Connect Ideas: Use Compound-Complex Sentences Grammar & Mechanics: compound-complex sentences, dependent clause, independent clause W.5.10, L.5.1a, L.5.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Greek Roots <i>photo, spher, techn, therm</i> Spelling Lists On-Level: photography, photocopy, atmosphere, hemisphere, technical, technology, thermos, thermal, diagram, technically Challenge: photogenic, photosynthesis, exosphere, atmospheric, technological, technically, thermometer, thermostat, dialogue, hemisphere RF.5.3a, L.5.2.e, L.5.6	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency RF.5.4a, RF.5.4b		Writing Genre: Fictional Narrative Writing Prompt: 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 their home planet. W.5.3a, W.5.3b, W.5.3c, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.10, SL.5.1b, SL.5.5, SL.5.6, L.5.1d, L.5.2e	Title: Support Space Exploration Options: Write an Editorial or Create a Museum Exhibit RI.5.9, W.5.4, W.5.5, W.5.6, W.5.10

Grade 5 Unit 3 | Earth Science: Earth and Space Systems

Essential Question: How do people gain knowledge about Earth and space systems?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “The Progression of Space Travel” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions About What a Speaker Says SL.5.1a, SL.5.1d, SL.5.2	Read Aloud: “A Universe of Possibilities” Genre: Realistic Fiction Comprehension Strategy: Summarize Lexile: 1020L Directed Text: “The Space Race” by Renée Carver Genre: Informational Text Structure/Elements: Problem and Solution; Main Ideas and Details, Text Features, Time Line Lexile: 870L Central Text: 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 Genre: Informational Text Structure/Elements: Cause and Effect; Main Ideas and Details, Text Features, Illustrations, Diagrams Reread: Captions, Author’s Purpose Lexile: 1090L RI.5.2, RI.5.3, SL.5.1c, SL.5.2*	Concept Words: application, exploration, aeronautics, missions Target Words: acceleration, thrust, recalibrate, combustion, aerodynamic, lunar, rendezvous, efficiency L.5.6	Word Parts: Greek and Latin Affixes RL.5.4, L.5.5c
Lessons 16–20		Central Text, cont’d: 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 RL.5.2, RL.5.6, RL.5.7, RF.5.4.a, RF.5.4b*		

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	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Greek Roots <i>geo</i>, <i>astr</i>, <i>bio</i>, <i>cosm</i> Spelling Lists On-Level: geography, geology, astronaut, astronomy, biologist, biographer, cosmos, cosmonaut, technology, asteroid Challenge: geode, geographic, asteroid, asterisk, astronomer, biographical, biome, cosmic, technically, cosmonaut W.5.10, L.5.2c	Accuracy, Appropriate Rate, and Expression (Expression and Rate); Reread for Fluency RF.5.4a, RF.5.4.b	Writing Skill: Connect Ideas: Use Transitions Grammar & Mechanics: transitions, commas W.5.10, L.5.2c	Continued	Continued in Lessons 18–20
Lessons 16–20	Review Units 1–3 Spelling Lists On-Level: astrology, biologist, biosphere, enrollee, geological, geologist, technical, technology, thermal, technologist Challenge: astronomical, biographical, enlistee, exosphere, geothermal, logical, mythological, spherical, technologist, astrology RF.5.4.a, RF.5.4b, L.5.2.e, L.5.4.6, L.5.6	Accuracy, Appropriate Rate, and Expression (Expression and Rate); Reread for Fluency RF.5.4a, RF.5.4.b		Continued	Continued

Grade 5 Unit 4 | Storytelling: How It Came to Be

Essential Question: How can we use stories to explain things in our lives today?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “Traditional Narratives” <i>Video</i> Collaborative Conversations Skill: Active Listening SL.5.1d, SL.5.2	Read Aloud: “Tales of Hope: The African American Folktale Tradition” Genre: Informational Text Comprehension Strategy: Ask and Answer Questions Lexile: 1060L Directed Text: <i>Coyote Gets Fooled Again</i> by Alicia Salazar Genre: Drama (Folktale) Structure/Elements: Problem and Solution; Plot; Elements of a Drama Lexile: NP Central Text: “How Māui Slowed the Sun” by Albert Belz Genre: Drama (Oral History) Structure/Elements: Problem/Solution, Plot; Acts, Scenes, Character Tags, Stage Directions Reread: Stage Directions, Character Traits Lexile: NP RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7, SL.5.2, L.5.5b, L.5.6*	Concept Words: myth, beliefs, wisdom, significant, folktale, record Target Words: demigod, attitude, exceptional, lair, implied, unison, dwells, leisurely L.5.6, L.5.5a	Dictionary Strategy: Clarify Meaning RF.5.3a, L.5.4c
Lessons 6–10		Central Text, cont’d: “How Māui Slowed the Sun” by Albert Belz Companion Text: “Why Thunder Is a Friend to the Cherokees” as told by Gayle Ross Genre: Oral Tribal History Structure/Elements: Cause and Effect; Oral Tribal History; Events; Narrator’s Perspective Reread: Narrator’s Perspective Lexile: 990L RL.5.3, RI.5.4, RL.5.5, RF.5.4b*	Target Words: clans, ravine, forbid, fumes RI.5.4, L.5.5a, L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Verb Suffixes -en, -ize, -ify Spelling Lists On-Level: frighten, strengthen, intensify, solidify, simplify, capitalize, realize, normalize, broaden, geologist Challenge: hasten, broaden, enlighten, identify, clarify personify, emphasize, summarize, realize, technologist RF.5.3a, RF.5.4b, L.5.2e, L.5.4a, L.5.4b	Accuracy, Appropriate Rate, and Expression (Expression and Intonation); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Use Pronouns Effectively Grammar & Mechanics: nouns, pronouns W.5.5, L.5.1, L.5.3a, L.5.3a	Begins in Lesson 6	Begins in Lesson 10
Lessons 6–10	Adjective Suffixes -ic/-tic, -ive Spelling Lists On-Level: historic, artistic, dramatic, fantastic, creative, defensive, protective, expensive, descriptive, frighten Challenge: allergic, economic, genetic, apologetic, objective, secretive, alternative, descriptive, dramatic, broaden RF.5.4b, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Expression and Intonation); Reread for Fluency RF.5.4b		Writing Genre: Informative Essay Writing Prompt: You have studied <i>Coyote Gets Fooled Again</i> and “How Māui Slowed the Sun.” 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. W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10, SL.5.1b, SL.5.5, SL.5.6, L.5.2e	Title: Start Storytelling Options: Write a Play or Write a Picture Book RL.5.2, RL.5.9, W.5.9a

Grade 5 Unit 4 | Storytelling: How It Came to Be

Essential Question: How can we use stories to explain things in our lives today?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “Why We Share Stories” <i>Video</i> Collaborative Conversations Skill: Taking Turns Talking SL.5.1, SL.5.2	Read Aloud: “Turning a New Page” Genre: Informational Text Comprehension Strategy: Summarize Lexile: 1050L Directed Text: “Paxton Tells a Tale” by Judie Offerdahl Genre: Fiction (Realistic Fiction) Structure/Elements: Character, Setting, Plot; Chronological Order; Theme Lexile: 840L Central Text: <i>How the Stars Came to Be</i> by Poonam Mistry Genre: Fiction (Fantasy) Structure/Elements: Character, Setting, Plot; Theme; Elements of Fantasy Reread: Personification, Illustrations Lexile: 840L RL.5.2, RL.5.3, RL.5.9, RI.5.2, RF.5.4b, SL.5.2*	Concept Words: educate, commonality, exaggerate, improvise Target Words: journeys, horizon, arrange, tirelessly, smudge, ruined, illuminated, arc L.5.5a, L.5.5b, L.5.6	Use the Outside-In Strategy RF.5.3a, L.5.4a, L.5.4b, L.5.4c, L.5.6
Lessons 16–20		Central Text, cont’d: <i>How the Stars Came to Be</i> by Poonam Mistry RL.5.2, RL.5.4*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Noun Suffixes <i>-ship</i>, <i>-ism</i>, <i>-age</i> Spelling Lists On-Level: magnetism, journalism, friendship, championship, leadership, luggage, postage, blockage, wreckage, fantastic Challenge: mannerism, professionalism, companionship, fellowship, sponsorship, wreckage, percentage, storage, championship, descriptive RF.5.4b, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.5.4b	Writing Skill: Elaborate Ideas: Use Descriptive Language Grammar & Mechanics: adjectives, adverbs, linking verbs W.5.3d, W.5.4	Continued	Continued in Lessons 18–20
Lessons 16–20	Suffix <i>-ate</i> Spelling Lists On-Level: decorate, formulate, motivate, considerate, activate, fortunate, doctorate, valuate, hyphenate, luggage Challenge: orchestrate, domesticate, hyphenate, compassionate, captivate, affectionate, liquidate, validate, motivate, wreckage RF.5.3a, RF.5.4b, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.5.4b		Continued	Continued

Grade 5 Unit 5 | History: American Revolution Perspectives

Essential Question: What shaped the different perspectives on the American Revolution?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “Voices of the American Revolution” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions: Review Key Ideas RI.5.6, SL.5.1c, SL.5.1d, SL.5.2, SL.5.3, L.5.6	Read Aloud: “Sparking the Revolution” Genre: Informational Text Comprehension Strategy: Ask and Answer Questions, Summarize Lexile: 1010L Directed Text: “Rumblings of a Revolution” by Diana Tang Genre: Historical Fiction Structure/Elements: Problem/Solution, Plot; Characters, Events, Conflict Lexile: 890L Central Text: <i>Sybil Ludington Rides to the Rescue</i> by Jessica Gunderson Genre: Historical Fiction (Graphic Novel) Structure/Elements: Problem/Solution, Plot; Characters, Events, Conflict, Graphic Novel Format Reread: Figurative Language, Visual Elements Lexile: 610L RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.9, RI.5.3, RI.5.6, SL.5.1a, SL.5.1c, SL.5.2*	Concept Words: revolution, colonist, Patriot, Loyalist, declaration, enslaved Target Words: representation, militia, intercepted, proclamation, outpost, outlaws, muster, retreated L.5.6	Context Clues: Multiple-Meaning Words RI.5.4, L.5.4a
Lessons 6–10		Central Text, cont’d: <i>Sybil Ludington Rides to the Rescue</i> by Jessica Gunderson Companion Text: Excerpt from <i>Heart and Soul: The Story of America and African Americans</i> by Kadir Nelson Genre: Historical Fiction Structure/Elements: Compare/Contrast; Characters, Events Reread: Narrator’s Perspective Lexile: 1020L RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7, RL.5.9, RF.5.4b, L.5.3b*	Target Words: freemen, laborers, foundation, abolish L.5.4a, SL.5.1c, L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Suffix <i>-ion</i> ; Variations <i>-sion/-ssion</i> Spelling Lists On-Level: collision, decision, admission, permission, invasion, expansion, division, explosion, extension, considerate Challenge: apprehension, suspension, omission, submission, seclusion, comprehension, extension, admission, commission, affectionate RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Use the Progressive Tenses Grammar & Mechanics: past progressive, present progressive, future progressive L.5.1c	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Vowel Alternations Spelling Lists On-Level: metallic, original, excellence, habitat, ability, taxation, resident, relation, familiarity, decision Challenge: custodian, familiarity, mobility, translation, originate, laborious, habitual, conspiracy, excellence, extension RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency RF.5.4b		Writing Genre: Persuasive Essay (guided research) Writing Prompt: 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. W.5.1a, W.5.1b, W.5.1d, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10, SL.5.1b, SL.5.3, SL.5.4a, SL.5.5, SL.5.6, L.5.4c	Title: Explore Perspectives Options: Create a time line or Write newspaper headlines RL.5.9, W.5.6, W.5.9b

Grade 5 Unit 5 | History: American Revolution Perspectives

Essential Question: What shaped the different perspectives on the American Revolution?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “Turning Points of the American Revolution” <i>Video</i> Collaborative Conversations Skill: Ask and Answer: Clarify Information SL.5.1c, SL.5.1d, SL.5.2	Read Aloud: “Benedict Arnold: Hero or Traitor?” Genre: Argumentative Text Comprehension Strategy: Make Inferences Lexile: 1020L Directed Text: “The Call of Liberty: Women and the American Revolution” by Christina Dendy Genre: Informational Text Structure/Elements: Compare/Contrast; Details, Main Ideas, Illustrations, Text Features Lexile: 900L Central Text: Excerpt from <i>Forgotten Founders: Black Patriots, Women Soldiers, and Other Thinkers and Heroes Who Shaped Early America</i> by Mifflin Lowe Genre: Informational Text Structure/Elements: Compare/Contrast; Details, Main Ideas, Illustrations, Text Features Reread: Supporting Details, Author’s Perspective Lexile: 1190L RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, L.5.4a*	Concept Words: liberty, independence, turning point, alliance Target Words: regiment, battalion, consolidated, noble, gumption, vehement, opposition, enlisted L.5.6, SL.5.1c	Context Clues: Comparisons L.5.4a
Lessons 16–20		Central Text, cont’d: Excerpt from <i>Forgotten Founders: Black Patriots, Women Soldiers, and Other Thinkers and Heroes Who Shaped Early America</i> by Mifflin Lowe RI.5.6, RI.5.8, RF.5.4b*		

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Consonant Alternations I Spelling Lists On-Level: crumble, limber, muscular, signal, columnist, signature, bombard, autumnal, significant, ability Challenge: bombardier, designate, significant, condemnation, resignation, debit, solemnity, signify, crumble, familiarity RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Use the Perfect Tenses Grammar & Mechanics: past perfect, present perfect, future perfect L.5.1b, L.5.1c	Continued	Continued in Lessons 18–20
Lessons 16–20	Consonant Alternations II Spelling Lists On-Level: electrician, publicity, actions, instruction, musician, subtraction, partial, medicine, politician, signature Challenge: criticize, politician, patience, toxicity, authenticity, refraction, destruction, residential, partial, significant RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.5.4b		Continued	Continued

Grade 5 Unit 6 | Life Science: Ecosystems and Energy Flow

Essential Question: How do living things coexist in their ecosystems?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “The Pika’s Rocky Mountain Ecosystem” <i>Video</i> Collaborative Conversations Skill: Express Ideas Clearly with Respect for Others’ Feelings and Ideas SL.5.1a, SL.5.1c, SL.5.2	Read Aloud: “Living Things Need Energy” Genre: Informational Text Comprehension Strategy: Ask and Answer Questions, Summarize Lexile: 1010L Directed Text: “Save It for the Soil” by Gayleen Rabakukk Genre: Narrative (Fiction) Structure/Elements: Cause/Effect, Plot; Setting, Events, Narrator Lexile: 920L Central Text: <i>The Grizzly Mother</i> by Hetxw’ms Gyetxw (Brett D. Huson) Genre: Nonfiction Narrative Structure/Elements: Cause/Effect, Plot; Setting, Events, Narrator Reread: Sensory Language, Tone Lexile: 1010L RL.5.3, RL.5.6, RI.5.3, RI.5.4, SL.5.1c, SL.5.2, L.5.4a*	Concept Words: ecosystem, organism, species, food web, diversity, thrive Target Words: duration, preparation, imprint, prey, nutrients, gorging, metabolism, solitary L.5.6	Context Clues: Cause and Effect RL.5.4, RI.5.3, L.5.4a
Lessons 6–10		Central Text, cont’d: <i>The Grizzly Mother</i> by Hetxw’ms Gyetxw (Brett D. Huson) Companion Text: <i>The Life of a Pond</i> by Lisa Benjamin Genre: Poetry Structure/Elements: Poetry (lines, stanzas); Rhyme, Meter, Figurative Language, Theme Reread: Figurative Language (Similes and Metaphors) Lexile: NP RL.5.4, RL.5.5, RL.5.7, W.5.9a, SL.5.1c*	Target Words: aquatic, nectar, advantage, interdependence L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Amount Prefixes <i>semi-</i>, <i>mon-/mono-</i>, <i>equ-</i> Spelling Lists On-Level: semisolid, semifinal, monarch, monogram, monorail, monotone, equidistantly, equivocal, semicolon, medicine Challenge: semicolon, semiannual, semiprecious, monocle, monotony, monologue, equilateral, equinox, monarch, politician L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Intonation); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Use Modal Verbs Grammar & Mechanics: modal verb, main verb W.5.5, L.5.1c, L.5.6	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Position Prefixes <i>after-</i>, <i>mid-</i>, <i>inter-</i>, <i>trans-</i> Spelling Lists On-Level: afterward, afternoon, midway, midpoint, transportation, transplant, interruption, interactive, interfere, semifinal Challenge: aftertaste, afterword, midday, midsection, transferred, transaction, interchangeable, interfere, afterward, semicolon RF.5.3a, RF.5.4a, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Intonation); Reread for Fluency RF.5.4b		Writing Genre: Fictional Narrative / Poetry Fictional Narrative Prompt: At one point in “Save It for the Soil,” Ezra notices that the worms are not eating some of the food scraps. Write a fictional 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. Poetry Prompt: 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. W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.10, L.5.1d	Title: Explain an Ecosystem Options: Write an editorial or Create a diagram RI.5.9, W.5.4, W.5.6, W.5.7, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4, L.5.1d

Grade 5 Unit 6 | Life Science: Ecosystems and Energy Flow

Essential Question: How do living things coexist in their ecosystems?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “Growing Our Food” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions About What a Speaker Says SL.5.1d, SL.5.2	Read Aloud: “Ynés Mexía: Blazing Trails in Botany” Genre: Informational Text Comprehension Strategy: Make Inferences Lexile: 1060L Directed Text: “Everyone Should Have a Plant” by Glynn Gomes Genre: Argumentative Text Structure/Elements: Cause/Effect, Argument; Reasons, Evidence, Claim, Headings, Subheadings Lexile: 940L Central Text: “Community Gardens: Why Every City Should Have One” by Mélima Mangal Genre: Argumentative Text Structure/Elements: Cause/Effect, Argument; Reasons, Evidence, Claim, Text Features Reread: Author’s Purpose, Text Features Lexile: 980L RI.5.3, RI.5.4, RI.5.8, L.5.4a, L.5.4c*	Concept Words: botanical, vital, conservation, cultivate Target Words: beautify, harvest, plots, shortage, vacant, conventional, pollutants, bonds L.5.5c, L.5.6	Context Clues: Unhelpful or Misleading Words RI.5.4, L.5.4a
Lessons 16–20		Central Text, cont’d: “Community Gardens: Why Every City Should Have One” by Mélima Mangal RI.5.7, RI.5.8*		

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Size Prefixes <i>mega-</i>, <i>micro-</i>, <i>super-</i> Spelling Lists On-Level: supermarket, supervise, superglue, microscopic, microwave, microchip, megaphone, megastore, microcosm, interruption Challenge: superficial, superconductor, supersonic, micromanage, microbiology, microcosm, megawatt, megabyte, microscopic, interfere L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Expression and Rate); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Write about Past Conditions Grammar & Mechanics: modal verbs, perfect tense forms L.5.1c	<i>Continued</i>	<i>Continued in Lessons 18–20</i>
Lessons 16–20	Review Units 4–6 Spelling Lists On-Level: organic, megaphone, metallic, activism, microscopic, soften, volcanic, supervision, transportation, translation Challenge: transaction, microorganism, supersonic, custodianship, originate, monopolize, semirealistic, translation, transmission, transportation RF.5.3a, L.5.2e, L.5.4b, L.5.4c	Accuracy, Appropriate Rate, and Expression (Expression and Rate); Reread for Fluency RF.5.4b		<i>Continued</i>	<i>Continued</i>

Grade 5 Unit 7 | Expression and the Arts: Art and Action

Essential Question: How can art make an impact on our world?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “Art Creates Community” <i>Video</i> Collaborative Conversations Skill: Active Listening SL.5.1d, SL.5.2	Read Aloud: “Folk Songs: Heart to Heart” Genre: Informational Text Comprehension Strategy: Make Predictions, Reread Lexile: 1060L Directed Text: Excerpt from <i>Bottle Tops: The Art of El Anatsui</i> by Alison Goldberg Genre: Biography Structure/Elements: Cause and Effect; Sequence, Main Ideas, Supporting Details, Text Features (Illustrations) Lexile: 920L Central Text: <i>Danza! Amalia Hernández and El Ballet Folklórico de Mexico</i> by Duncan Tonatiuh Genre: Biography Structure/Elements: Cause and Effect; Sequence, Main Ideas, Supporting Details, Text Features (Illustrations) Reread: Author’s Purpose, Author’s Perspective Lexile: 990L RI.5.3, RI.5.4, RI.5.5, L.5.5c*	Concept Words: design, community art, technique, perspective, heritage, appreciation Target Words: world-renowned, jarring, disciplined, ceremonial, conceived, prestigious, technicians, amateur L.5.6	Context Clues: Synonym Clues RI.5.4, L.5.4a
Lessons 6–10		Central Text, cont’d: <i>Danza! Amalia Hernández and El Ballet Folklórico de Mexico</i> by Duncan Tonatiuh Companion Text: <i>Art Club Adventure</i> by Sharon Eisenberg Cytrynbaum Genre: Drama Structure/Elements: Drama; Plot, Act, Scene, Characters, Character Tags, Dialogue, Stage Directions, Theme Reread: Suspense Lexile: NP RL.5.5, RI.5.6, RI.5.9, W.5.2*	Target Words: scavenger hunt, sculpture, mural, capture L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Homophones Spelling Lists On-Level: metal, medal, piece, peace, we’ve, weave, allowed, aloud, troupe, organic Challenge: bizarre, bazaar, council, counsel, colonel, kernel, troupe, troop, allowed, translation RF.5.3a, L.5.2e, L.5.5c	Accuracy, Appropriate Rate, and Expression (Phrasing and Rate); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Use Precise Language Grammar & Mechanics: appositive, prepositional phrase W.5.2d, L.5.3a, L.5.4c	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Tricky Words Spelling Lists On-Level: guitar, rhythm, society, choir, theory, necessary, probably, character, region, allowed Challenge: characteristic, parallel, recommend, decipher, privilege, discipline, region, environmental, probably, troupe RF.5.3a, RF.5.4, L.5.2e, L.5.5	Accuracy, Appropriate Rate, and Expression (Phrasing and Rate); Reread for Fluency RF.5.4b		Writing Genre: Persuasive Essay (Independent Research) Writing Prompt: 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. W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10, L.5.2e	Title: Create Art Options: Write a Song or Create a Virtual Art Gallery RI.5.9, W.5.4, W.5.6, W.5.7, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4, SL.5.6

Grade 5 Unit 7 | Expression and the Arts: Art and Action

Essential Question: How can art make an impact on our world?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “Crafting Around the World” <i>Interactive</i> Collaborative Conversations Skill: Taking Turns Speaking SL.5.1d, SL.5.2	Read Aloud: “A Family Tradition” Genre: Realistic Fiction Comprehension Strategy: Ask and Answer Questions, Visualize Lexile: 1060L Directed Text: “Taking the Stage” by Mylo Lam Genre: Poetry (free-verse) Structure/Elements: Poem; Free Verse, Lines, Stanzas, Speaker, Theme, Figurative Language Lexile: NP Central Text: <i>Woven of the World</i> by Katey Howes Genre: Poetry Structure/Elements: Poem; Lines, Stanzas, Rhyme, Speaker, Theme, Figurative Language Reread: Speaker’s Perspective, Illustrations and Tone Lexile: NP RL.5.5, SL.5.1, SL.5.2, L.5.4a, L.5.5a*	Concept Words: craft, medium, symbolize, artisans Target Words: loom, dynasty, fibers, destined, stalwart, fabric, artistry, tapestries L.5.6	Context Clues: Antonym or Contrast Clues L.5.4a
Lessons 16–20		Central Text, cont’d: <i>Woven of the World</i> by Katey Howes RL.5.4, RL.5.6, RL.5.7, RL.5.9, W.5.9, SL.5.4*		

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Homographs Spelling Lists On-Level: present, separate, contract, produce, minute, object, desert, refuse, entrance, necessary Challenge: entrance, incense, attribute, compound, console, predicate, address, digest, desert, region RF.5.3a, L.5.2e, L.5.5c	Accuracy, Appropriate Rate, and Expression (Intonation and Expression); Reread for Fluency RF.5.4b	Writing Skill: Clearly Communicate: Use Stylistic Elements Grammar & Mechanics: interjection, tag question W.5.5, L.5.1a, L.5.2c, L.5.3a	Continued	Continued in Lessons 18–20
Lessons 16–20	Words with Unusual Spellings and Silent Letters Spelling Lists On-Level: business, weird, answer, iron, sword, through, gnarled, vacuum, Wednesday, minute Challenge: playwright, overwhelm, twelfth, Wednesday, February, pharaoh, guarantee, subtle, business, entrance RF.5.3a, RF.5.4, L.5.2e, L.5.5c	Accuracy, Appropriate Rate, and Expression (Intonation and Expression); Reread for Fluency RF.5.4b		Continued	Continued

Grade 5 Unit 8 | Economics: Economic Changes

Essential Question: Why do economies change?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “What Is an Economy?” <i>Video</i> Collaborative Conversations Skill: Ask and Answer Questions: Review Key Ideas SL.5.1d, SL.5.2	Read Aloud: “Riverwood, Then and Now” Genre: Realistic Fiction Comprehension Strategy: Make Predictions Lexile: 930L Directed Text: “The Big Junction” by Glynn Gomes Genre: Informational Text Structure/Elements: Cause/Effect; Main Ideas, Details, Text Features (headings, captions, sidebars) Lexile: 1010L Central Text: “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 Genre: Informational Text Structure/Elements: Cause/Effect; Main Ideas, Details, Text Features (headings, captions, sidebars) Reread: Explain Relationships Between Ideas, Word Choice Lexile: 1010L RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, SL.5.1a*	Concept Words: industry, fund, manufacture, household, employment, fluctuate Target Words: depressions, stock market, collapsed, crisis, insurance, potential, social order, restoring L.5.6	Dictionary Strategy: Etymology L.5.4a, L.5.4c
Lessons 6–10		Central Text, cont’d: “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 Companion Text: “Unsung Heroes of the Civilian Conservation Corps” by Zoe Wells Genre: Informational Text Structure/Elements: Compare/Contrast; Main Ideas, Details, Author’s Perspective Reread: Captions Lexile: 1010L RL.5.4, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9*	Target Words: recruits, perseverance, intention, expertise L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Words Borrowed from French Spelling Lists On-Level: restaurant, corps, essay, souvenir, bouquet, depot, petite, detour, debris, answer Challenge: debris, buffet, silhouette, boutique, bureau, reservoir, millionaire, crochet, bouquet, Wednesday RF.5.4b, L.5.2e, L.5.4, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency RF.5.4b	Writing Skill: Elaborate Ideas: Use Infinitives Grammar & Mechanics: main verb, infinitive L.5.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Words Borrowed from Other Languages Spelling Lists On-Level: macaroni, pajamas, opera, karate, chaos, pretzel, kindergarten, patio, spaghetti, restaurant Challenge: khaki, chronic, bandanna, nemesis, sapphire, waltz, origami, spaghetti, kindergarten, debris RF.5.4b, L.5.2e, L.5.4, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency RF.5.4b		Writing Genre: Informative Essay Writing Prompt: 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. W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, L.5.3a, L.5.4c	Title: Explain an Economic Change Options: Write a public service announcement or Create a board game RI.5.9, W.5.4, W.5.5, W.5.6, W.5.7, SL.5.1a, SL.5.1c, SL.5.4

Grade 5 Unit 8 | Economics: Economic Changes

Essential Question: Why do economies change?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: “How Are Coins Made?” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions: Clarify Information SL.5.1d, SL.5.2	Read Aloud: “Opening the Bibliobank” Genre: Realistic Fiction Comprehension Strategy: Visualize Lexile: 1060L Directed Text: “How Credit Unions Make Your Community Stronger” by Andrés Pi Andreu Genre: Informational Text Structure/Elements: Problem/Solution; Supporting Details, Related Events/Ideas/Concepts, Text Features (subheadings, visual features) Lexile: 990L Central Text: Excerpt from <i>What Banks Do with Money</i> by Janet and Melinda Liu Genre: Informational Text Structure/Elements: Problem/Solution; Supporting Details, Related Events/Ideas/Concepts, Text Features (subheadings, visual features) Reread: Facts and Opinions, Precise Word Choice Lexile: 870L RI.5.3, RI.5.4, RI.5.5, RI.5.8, SL.5.2, L.5.2e, L.5.4c*	Concept Words: mint, financial, production, currency Target Words: branches, institutions, deposit, interest, withdraw, typically, term, ownership L.5.6	Thesaurus Strategy L.5.4c
Lessons 16–20		Central Text, cont’d: Excerpt from <i>What Banks Do with Money</i> by Janet and Melinda Liu RI.5.4, RI.5.8, RI.5.9, L.5.6*		

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Latin Roots <i>circ, circum, duc/duct, gress</i> Spelling Lists On-Level: circulate, semicircle, circular, induct, reduced, conduct, Congress, progress, circumstances, pajamas Challenge: circuit, circumstances, productive, conductor, deduct, reduction, progressive, aggression, circulate, spaghetti RF.5.4b, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Rate and Expression); Reread for Fluency RF.5.4b	Writing Skill: Elaborate Ideas: Use Gerunds Grammar & Mechanics: gerunds L.5.3a, W.5.5	Continued	Continued in Lessons 18–20
Lessons 16–20	Latin Roots <i>ven/vent, mit/miss/mise, nat</i> Spelling Lists On-Level: adventure, avenue, inventions, dismiss, transmit, admitted, nationwide, natural, commitment, progress Challenge: eventually, intervention, convenient, dismissal, promised, commitment, nationality, international, avenue, circumstances RF.5.4b, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Rate and Expression); Reread for Fluency RF.5.4b		Continued	Continued

Grade 5 Unit 9 | Physical Science: States of Matter

Essential Question: How do changes in matter affect our lives?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 1–5	Title: “Science of Matter: Winter Edition” <i>Video</i> Collaborative Conversations Skill: Express ideas clearly with respect for others’ feelings and ideas SL.5.1d, SL.5.2	Read Aloud: “How Glass Is Made” Genre: Informational Comprehension Strategy: Make Inferences Lexile: 1060L Directed Text: “Journey to the Northern Lights” by Liz Smith Genre: Realistic Fiction Structure/Elements: Plot, Problem/Solution; Character, Setting, Events, Conflict, Theme Lexile: 930L Central Text: “How to Thaw a Cold Shoulder” by Jennifer Torres Genre: Realistic Fiction Structure/Elements: Plot, Problem/Solution; Character, Setting, Events, Conflict, Theme Reread: Idioms, Word Choice and Characterization Lexile: 940L RL.5.3, RL.5.4, RL.5.5, RL.5.6, RI.5.3, L.5.4a*	Concept Words: state, substance, convert, composed, physical, chemistry Target Words: console, obvious, priority, secured, tardiness, grimace, evaporated, inevitably L.5.5c, L.5.6	Context Clues: Multiword Expressions RI.5.4, L.5.4a
Lessons 6–10		Central Text, cont’d: “How to Thaw a Cold Shoulder” by Jennifer Torres Companion Text: “Up, Up, and Away!” by Nicholas Solis Genre: Nonfiction Narrative Structure/Elements: Cause/Effect; Nonfiction Narrative, Events, Descriptions, Details, Graphic Features Reread: Point of View Lexile: 970L RL.5.3, RL.5.4, RI.5.3, RI.5.6, RI.5.9, L.5.5a, L.5.5b*	Target Words: propane, inflate, exhilaration, maneuver L.5.6	

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 1–5	Suffix <i>-ion</i> Variations Spelling Lists On-Level: observation, admiration, preparation, formation, multiplication, identification, position, definition, recommendation, natural Challenge: preservation, determination, consolation, recommendation, beautification, qualification, exposition, recitation, observation, commitment L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Expression and Phrasing); Reread for Fluency RF.5.4b	Writing Skill: Elaborate Ideas: Use Relative Clauses Grammar & Mechanics: noun, relative pronoun, relative clause L.5.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>
Lessons 6–10	Suffix <i>-ive</i> Variations Spelling Lists On-Level: preventative, representative, talkative, conservative, figurative, definitive, additive, sensitive, qualitative, multiplication Challenge: declarative, argumentative, imaginative, authoritative, qualitative, insensitive, competitive, primitive, preventative, recommendation RF.5.3a, RF.5.4b, L.5.2e	Accuracy, Appropriate Rate, and Expression (Expression and Phrasing); Reread for Fluency RF.5.4b		Writing Genre: Informative Essay Writing Prompt: 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. W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.10, L.5.4c	Title: Explain Changes in Matter Options: Write a Podcast or Create a Presentation RI.5.9, W.5.2a, W.5.2b, W.5.4, W.5.6, W.5.7, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4, SL.5.6

Grade 5 Unit 9 | Physical Science: States of Matter

Essential Question: How do changes in matter affect our lives?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
Lessons 11–15	Title: Scientists Who Studied Matter <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions About What a Speaker Says SL.5.1d, SL.5.2	Read Aloud: “Foggy Night” Genre: Poetry Comprehension Strategy: Visualize Lexile: 920L Directed Text: “What’s Wrong with Rust?” by Jamal Belahmira Genre: Informational Text Structure/Elements: Cause/Effect; Main Ideas, Key Details, Text Features Lexile: 1010L Central Text: Excerpt from <i>Starting from Scratch: What You Should Know about Food and Cooking</i> by Sarah Elton Genre: Informational Text Structure/Elements: Cause/Effect; Main Ideas, Key Details, Text Features Reread: Text Features, Author’s Perspective Lexile: 970L RI.5.3, RI.5.4, RI.5.5, W.5.2c, SL.5.2, L.5.4a, L.5.4c*	Concept Words: element, compounds, mixture, theoretical Target Words: molecular, acids, chemical, carbohydrates, preservative, fermentation, enzyme, matrix RI.5.4, L.5.6	Combine Strategies L.5.4b, L.5.4c, L.5.6
Lessons 16–20		Central Text, cont’d: Excerpt from <i>Starting from Scratch: What You Should Know about Food and Cooking</i> by Sarah Elton RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9*		

* Main Idea/Key Details (**CA CCSS RL.5.1, RI.5.1**), Making Inferences (**CA CCSS RL.5.1, RI.5.1**), and Summarizing (**CA CCSS RL.5.2, RI.5.2**), are covered with every Directed, Central, and Companion Text.

	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Lessons 11–15	Latin and Greek Plural Endings Spelling Lists On-Level: fungus, fungi, cactus, cacti, bacterium, bacteria, analysis, analyses, phenomenon, representative Challenge: alumnus, alumni, millennium, millennia, phenomenon, phenomena, diagnosis, diagnoses, bacteria, qualitative RF.5.3a, RF.5.4b, L.5.2e, L.5.4a, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.5.4b	Writing Skill: Elaborate Ideas: Use Participial Phrases Grammar & Mechanics: present participle, participial phrases L.5.3a	Continued	Continued in Lessons 18–20
Lessons 16–20	Review Units 7–9 Spelling Lists On-Level: transformation, circulate, ventilation, preventative, fungal, semicircle, informative, bacterial, rhythmic, circumnavigation Challenge: competitive, intervention, circulation, circumnavigation, naturalization, exposition, phenomenal, semicircular, theoretic, transformation RF.5.3a, RF.5.4b, L.5.2e, L.5.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.5.4b		Continued	Continued