



Grade 5 • Unit 1 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Narrative Nonfiction</p> <p>Essential Question: ¿Cómo puede una vivencia cambiar tu manera de pensar sobre la naturaleza?</p> <p>Text Features: Primary and Secondary Sources</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Captar el mundo natural”</p>	<p>“Una vida en el bosque”</p> <p>Genre: Narrative Nonfiction Lexile: 750L</p>	<p>Anchor Text <i>Campamento con el presidente</i> Genre: Narrative Nonfiction Lexile: 730L</p> <p>Paired Selection “Un paseo con Teddy” Genre: Autobiography Lexile: 780L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: ¡Protejamos este lugar! Lexile: 620L O: ¡Protejamos este lugar! Lexile: 700L B: ¡Protejamos este lugar! Lexile: 780L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “La travesía de Lewis y Clark” O: “La travesía de Lewis y Clark” B: “La travesía de Lewis y Clark”</p>	<p>Words: <i>desechos, encuentro, énfasis, escarpada, espectacular, generaciones, indicar, naturalista</i></p> <p>Strategy: Homographs</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author’s Craft: Point of View</p>	<p>Week 1: Words with <i>mb, mp</i></p> <p>Week 2: Words with <i>nv</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Accuracy and Expression</p> <p>Week 2: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Personal Narrative Expert Model: Narrative Nonfiction Plan: Sequence Draft: Description</p> <p>Grammar and Mechanics Week 1: Simple Sentences; Punctuation in Sentences Week 2: Subjects and Predicates; Commas and Colons</p>	<p>Product: Create a Promotional Map</p> <p>Study Skill: Relevant Information</p> <p>Blast: Protejamos nuestros parques</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: ¿Cómo conseguimos lo que nos hace falta?</p> <p>Literary Elements: Plot</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Un refugio en la tormenta”</p>	<p>“Travesía a la gran ciudad”</p> <p>Genre: Realistic Fiction Lexile: 760L</p>	<p>Anchor Text <i>Ecos del desierto</i> Genre: Realistic Fiction Lexile: 810L</p> <p>Paired Selection “Leer con los dedos” Genre: Personal Narrative Lexile: 660L</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: Castillos en la playa Lexile: 680L O: Arturo y la máquina de atrapar imágenes Lexile: 760L B: Cristina salva el parque Lexile: 830L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “La edad dorada de Hollywood” O: “Chicago: Central del jazz” B: “Una oportunidad para trabajar”</p>	<p>Words: <i>cocer, confiar, excavar, garrafón, resguardo, sacudir, solidario, suplicar</i></p> <p>Strategy: Context Clues: Sentence Clues</p>	<p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Author’s Craft: Text Structure</p>	<p>Week 3: Words with <i>b, v</i></p> <p>Week 4: Words with <i>r</i> and <i>rr</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Expression and Phrasing</p> <p>Week 4: Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Personal Narrative Revise: Strong Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Comma Week 4: Subordinate clause; Punctuation in Sentences</p>	<p>Product: History of Farming Project</p> <p>Study Skill: Evaluate Sources</p> <p>Blast: Ropa, alimento y refugio</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: ¿Cuáles son los efectos negativos y positivos de la nueva tecnología?</p> <p>Text Structure: Headings and Graphs</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Los libros electrónicos”</p>	<p>“¿Los dispositivos electrónicos son buenos para nosotros?”</p> <p>Genre: Argumentative Text Lexile: 750L</p>	<p>Anchor Text <i>El futuro del transporte</i> Genre: Argumentative Text Lexile: 740L</p> <p>Paired Selection “Ir de un lado a otro” Genre: Technical Text Lexile: 740L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: Hablemos de robots Lexile: 690L O: Hablemos de robots Lexile: 770L B: Hablemos de robots Lexile: 880L</p> <p>Paired Selections</p> <p>Genre: Persuasive Article A: “Sin sustituto” O: “Sin sustituto” B: “Sin sustituto”</p>	<p>Words: <i>acceso, cita, contraposición, datos, desventaja, promueve, razonamiento, seguridad</i></p> <p>Strategy: Greek and Latin Prefixes</p>	<p>Strategy: Reread</p> <p>Skill: Author’s Point of View</p> <p>Author’s Craft: Author’s Purpose</p>	<p>Week 5: Words with <i>ce, ci, z</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Opinion Essay Expert Model: Argumentative Text Plan: Strong Introduction Draft: Relevant Evidence</p> <p>Grammar and Mechanics Week 5: Juxtaposed Sentences; Titles</p>	<p>Product: Debate</p> <p>Study Skill: Plan a Debate</p> <p>Blast: En la cresta de la locura tecnológica</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“Cópialo de la naturaleza” Genre: Online Article</p>	<p>Reader’s Theater: “No se puede hacer”</p>	<p>Passage 1: “Una protectora de la naturaleza” Genre: Narrative Nonfiction</p> <p>Passage 2: “Nada, nada, mariposa” Genre: Realistic Fiction</p>	<p>Understand Point of View Use New Vocabulary Analyze Plot</p> <p>Connect to Content</p> <p>Make a Map “Cópialo de la naturaleza” Create a Fact Card</p>	<p>Writing Process: Opinion Essay Revise: Logical Order</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 2 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Cuándo es bueno unir dos ideas para resolver un problema?</p> <p>Text Features: Headings and Timelines</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La Confederación iroquesa”</p>	<p>“La creación de una nación” Genre: Expository Text Lexile: 660L</p>	<p>Anchor Text ¿Quién escribió la Constitución de Estados Unidos? Genre: Expository Text Lexile: 770L</p> <p>Paired Selection “Forjadoras de palabras” Genre: Expository Text Lexile: 950L</p>	<p>Main Selections Genre: Expository Text A: La Declaración de Derechos Lexile: 820L O: La Declaración de Derechos Lexile: 920L B: La Declaración de Derechos Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Expresa tu opinión” O: “Expresa tu opinión” B: “Expresa tu opinión”</p>	<p>Words: <i>comités, convención, debatir, propuesta, representantes, resolver, situación, unión</i></p> <p>Strategy: Context Clues</p> <p>Strategy: Dictionary and Glossary</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Author’s Craft: Print and Graphic Features</p>	<p>Week 1: Words with c, s, z</p> <p>Week 2: Words with c, k, q</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Accuracy and Rate</p> <p>Week 2: Accuracy and Expression</p>	<p>Respond to Reading Writing Process: Expository Essay Expert Model: Expository Text Plan: Research Draft: Supporting Details</p> <p>Grammar and Mechanics Week 1: Nouns; Abbreviations that Show Respect Week 2: Singular and Plural Nouns; Abbreviations and Symbols</p>	<p>Product: Make a Poster</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: Llegar a un acuerdo</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Folktale</p> <p>Essential Question: When has a plan helped you accomplish a task?</p> <p>Literary Elements: Setting</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El lago perdido y la copa dorada”</p>	<p>“La tortuga y el conejo” Genre: Folktale Lexile: 650L</p>	<p>Anchor Text <i>La piedra del Zamuro</i> Genre: Drama Lexile: NP</p> <p>Paired Selection “Pecos Bill y el monstruo del lago Bear” Genre: Tall Tale Lexile: 670L</p>	<p>Main Selections Genre: Folktale A: El salto de Tequendama Lexile: 700L O: En una calle de Santo Domingo Lexile: 800L B: La zarigüeya encuentra el fuego Lexile: 880L</p> <p>Paired Selections Genre: Expository Text A: “De la fibra a la moda” O: “Haz un tambor” B: “De las abejas para ti”</p>	<p>Words: <i>amuleto, agazapado, desaparecer, empinado, horizonte, invencible, dirección, resultado</i></p> <p>Strategy: Personification</p> <p>Strategy: Roots</p>	<p>Strategy: Make Predictions</p> <p>Skill: Theme</p> <p>Author’s Craft: Logical Order</p>	<p>Week 3: Words with ge, gi, j</p> <p>Week 4: Words with ga, go, gu, gue, gui, güe y güi</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Expression and Phrasing</p> <p>Week 4: Rate</p>	<p>Respond to Reading Writing Process: Expository Essay Revise: Logical Order Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Direct object; Periods Week 4: Indirect object; Ellipses</p>	<p>Product: Make an Illustrated Food Web</p> <p>Study Skill: Research Plan</p> <p>Blast: Cumple tu plan</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: ¿Qué nos lleva a realizar un sueño?</p> <p>Text Structure: Narrative and Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Un lobo joven y un zorro viejo”</p>	<p>“Un viaje a las nubes,” “¿Qué fácil es volar, qué fácil es!” Genre: Narrative and Free Verse Poetry Lexile: NP</p>	<p>Anchor Text “Geología,” “Ilusión” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p>Paired Selection: “Clave” Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: Limpieza de la selva Lexile: 680L O: Quiero montar a caballo Lexile: 760L B: Cambio de objetivos Lexile: 880L</p> <p>Paired Selections Genre: Poetry A: “Corbatas a la plancha,” “Bufanda al cuello” O: “Molino de viento,” “Idilio de abril” B: “La Gioconda,” “Con las amigas y los amigos”</p>	<p>Words: <i>ambicioso, satisfacción, transcurrir, averigua</i></p> <p>Poetry Terms: <i>verso libre, repetición, poema narrativo, rima</i></p> <p>Strategy: Homographs</p>	<p>Literary Elements: Repetition and Rhyme</p> <p>Skill: Theme</p> <p>Author’s Craft: Voice</p>	<p>Week 5: Words with ba–, ban–, bar–, bene–, bien–, bor–</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Expression and Phrasing</p>	<p>Respond to Reading Writing Process: Narrative Poem Expert Model: Narrative Poem Plan: Sensory Language Draft: Figurative Language</p> <p>Grammar and Mechanics Week 5: Figurative Language</p>	<p>Product: Create an Illustration</p> <p>Study Skill: Figurative Language</p> <p>Blast: Alcanzar un objetivo</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“¿El camino hacia la ruina?” Genre: Online Article</p>	<p>Reader’s Theater: “Un muchacho llamado Abe”</p>	<p>Passage 1: “En busca de la libertad” Genre: Expository Text</p> <p>Passage 2: “El oso de los anteojos” Genre: Poetry</p>	<p>Comparing Genres Homographs</p> <p>Connect to Content</p> <p>Write an Advertisement Make a Timeline “¿El camino hacia la ruina?”</p>	<p>Writing Process: Narrative Poem</p> <p>Revise: Concrete Words</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 3 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: ¿Cómo nos enriquecen las diferencias?</p> <p>Literary Elements: Dialogue</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Alimentos para pensar”</p>	<p>“La abuela de Max” Genre: Realistic Fiction Lexile: 770L</p>	<p>Anchor Text <i>Esperanza renace</i> Genre: Realistic Fiction Lexile: 800L</p> <p>Paired Selection “Una mochila cargada de historias” Genre: Personal Narrative Lexile: 995L</p>	<p>Main Selections Genre: Realistic Fiction A: El lado bueno Lexile: 725L O: Llámame Max Lexile: 800L B: En la guarida del león Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “La gran excursión” O: “Intercambio de moda” B: “La pared”</p>	<p>Words: <i>atroz, escasear, incredulidad, obstinado, percepción, revolucionar, sonreír, torcido</i></p> <p>Strategy: Context Clues: Cause and Effect</p> <p>Strategy: Adages</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p>Author’s Craft: Author’s Purpose</p>	<p>Week 1: Words with <i>h</i></p> <p>Week 2: Words with <i>nv</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Accuracy and rate</p> <p>Week 2: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Fantasy Expert Model: Fantasy Plan: Sequence Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Non-Finite Verbs; Punctuation in Dialogues Week 2: Present Tense of Regular Verbs; Use of Dash (–) for Word Division</p>	<p>Product: Make a Public Service Announcement</p> <p>Study Skill: Key Words</p> <p>Blast: Un día especial</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Cuáles son las ventajas de trabajar en equipo?</p> <p>Text Features: Problem and Solution</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Trabajo en equipo en el espacio”</p>	<p>“Superhéroes del derrame del Golfo” Genre: Expository Text Lexile: 760L</p>	<p>Anchor Text <i>La cola de Winter</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “Manos auxiliaadoras” Genre: Expository Text Lexile: 900L</p>	<p>Main Selections Genre: Expository Text A: El poder de un equipo Lexile: 750L O: El poder de un equipo Lexile: 840L B: El poder de un equipo Lexile: 900L</p> <p>Paired Selections Genre: Informative Article A: “Manos al volante” O: “Manos al volante” B: “Manos al volante”</p>	<p>Words: <i>artificial, colaborar, dedicarse, flexible, función, ocasionar, obstáculo, técnicas</i></p> <p>Strategy: Latin Roots</p> <p>Strategy: Similes and Metaphors</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Author’s Craft: Literal and Figurative Language</p>	<p>Week 3: Words that Begin with <i>hue–, hui–, hosp–, hum–, hidr–, hipo–</i></p> <p>Week 4: Words with <i>y, ll</i> and Diacritic Accent</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Accuracy and Rate</p> <p>Week 4: Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction Revise: Word Choice Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Main and Auxiliary Verbs; Use of Lowercase Letters Week 4: Linking Verbs; Italics use</p>	<p>Product: Create a Television Segment</p> <p>Study Skill: Generate and Clarify Questions</p> <p>Blast: Dos cabezas piensan mejor que una</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: ¿Cómo se explica lo que ocurrió en el pasado?</p> <p>Text Structure: Compare and Contrast</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stonehenge, rompecabezas del pasado”</p>	<p>“¿Cuál era el propósito de las cuerdas incas?” Genre: Argumentative Text Lexile: 870L</p>	<p>Anchor Text <i>Machu Picchu: ciudad antigua</i> Genre: Argumentative Text Lexile: 950L</p> <p>Paired Selection “¡Investiga esta tecnología!” Genre: Expository Text Lexile: 870L</p>	<p>Main Selections Genre: Expository Text A: Los antiguos pueblos Lexile: 775L O: Los antiguos pueblos Lexile: 885L B: Los antiguos pueblos Lexile: 950L</p> <p>Paired Selections Genre: Persuasive Article A: “Los antiguos pueblos fueron astrónomos” O: “Los antiguos pueblos fueron astrónomos” B: “Los antiguos pueblos fueron astrónomos”</p>	<p>Words: <i>arqueólogo, conservado, era, fragmento, historiador, intacto, reconstruye, restos</i></p> <p>Strategy: Context Clues: Sentence Clues</p>	<p>Literary Elements: Repetition and Rhyme</p> <p>Skill: Theme</p> <p>Author’s Craft: Voice</p>	<p>Week 5: Plural Form of Words Ending In Consonants, <i>ú</i> and <i>i</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Persuasive Article Expert Model: Argumentative Text Plan: Specific Facts and Details Draft: Logical Order</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Use of Commas with Vocatives</p>	<p>Product: Research Presentation</p> <p>Study Skill: Audio and Visual Features</p> <p>Blast: Vestigios del pasado</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“Animales sobrevivientes” Genre: Online Article</p>	<p>Reader’s Theater: “Mil millas hacia la libertad”</p>	<p>Passage 1: “Trabajo en equipo y destino” Genre: Expository Text</p> <p>Passage 2: “Un campamento casi fallido” Genre: Realistic Fiction</p>	<p>Analyze Hyperbole; Main Idea and Key Details; Identify the Purpose of Insets</p> <p>Connect to Content Create a Sidebar Parts of a Dolphin</p>	<p>Writing Process: Persuasive Article</p> <p>Revise: Precise Language</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 4 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: ¿Qué puede hacer la gente para lograr cambios positivos?</p> <p>Text Features: Photographs and Captions</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La lucha por el cambio”</p>	<p>“Frederick Douglass: voz de la libertad”</p> <p>Genre: Biography Lexile: 710L</p>	<p>Anchor Text <i>El rey de las octavas</i> Genre: Biography Lexile: 910L</p> <p>Paired Selection “Nuestra voces, nuestros votos” Genre: Expository Text Lexile: 830L</p>	<p>Main Selections</p> <p>Genre: Biography</p> <p>A: Jane Addams: una mujer de acción Lexile: 720L</p> <p>O: Jane Addams: una mujer de acción Lexile: 810L</p> <p>B: Jane Addams: una mujer de acción Lexile: 870L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Gus García se enfrentó a Texas” O: “Gus García se enfrentó a Texas” B: “Gus García se enfrentó a Texas”</p>	<p>Words: <i>compostura, contratar, desafiar, esclavo, esperanza, franca, libre, reconocido</i></p> <p>Strategy: Prefixes and Suffixes</p> <p>Strategy: Hyperbole</p>	<p>Strategy: Summarize</p> <p>Skill: Author’s Point of View</p> <p>Author’s Craft: Text Features</p>	<p>Week 1: Diphthongs, Triphthongs and Hiatuses</p> <p>Week 2: Identifying the Stressed Syllable</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression</p> <p>Week 2: Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Biography</p> <p>Expert Model: Biography</p> <p>Plan: Focus on a Person</p> <p>Draft: Transitions</p> <p>Grammar and Mechanics</p> <p>Week 1: Pronouns and Antecedents; Punctuation in Letters</p> <p>Week 2: Reflexive and Indefinite Pronouns; Capital Letters in Acronyms and Roman Numerals</p>	<p>Product: Design a Plaque</p> <p>Study Skill: Create a Bibliography</p> <p>Blast: Libertad y justicia para todos</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Drama</p> <p>Essential Question: ¿Qué se puede descubrir cuando se mira algo una segunda vez?</p> <p>Text Features: Structural Elements</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El acertijo misterioso”</p>	<p>“La biblioteca de mi abuelo”</p> <p>Genre: Drama Lexile: NP</p>	<p>Anchor Text <i>El reglamento es el reglamento</i> Genre: Drama Lexile: NP</p> <p>Paired Selection “Un chico, un caballo y un violín” Genre: Legend Lexile: 900L</p>	<p>Main Selections</p> <p>Genre: Drama</p> <p>A: Una torta para mamá Lexile: NP</p> <p>O: Una aventura en el Amazonas Lexile: NP</p> <p>B: Un día en el museo Lexile: NP</p> <p>Paired Selections</p> <p>Genre: Realistic Fiction</p> <p>A: “El caso del melocotón extraviado” O: “La cesta de regalo” B: “El ladrón de ropa”</p>	<p>Words: <i>atender, complicación, inquisitivo, interpretar, muestra, obligación, ocultar, voluntad</i></p> <p>Strategy: Adages and Proverbs</p> <p>Strategy: Synonyms and Antonyms</p>	<p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p>Author’s Craft: Figurative Language</p>	<p>Week 3: Oxytone Words</p> <p>Week 4: Paroxytone Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Phrasing</p> <p>Week 4: Accuracy and Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Biography</p> <p>Revise: Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Direct and Indirect Object Pronouns; Quotation Marks</p> <p>Week 4: Possessive and Prepositional Pronouns, Comma</p>	<p>Product: Write a Formal Letter</p> <p>Study Skill: Generate and Clarify Questions</p> <p>Blast: Una segunda mirada</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: ¿Cómo expresas algo que es importante para tí?</p> <p>Text Features: Lyric and Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Canción para John Lennon”</p>	<p>“La fruta,” “Deleitosa,” and “Flor americana”</p> <p>Genre: Lyric and Free Verse Poetry Lexile: NP</p>	<p>Anchor Text “Oda a la cebolla” “Vegetaciones” Genre: Free Verse and Lyric Poetry Lexile: NP</p> <p>Paired Selection “La Tierra” Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction</p> <p>A: Cuéntame las historias viejas, viejas; Lexile: 680L</p> <p>O: Para ti de mí Lexile: 825L</p> <p>B: Cada pintura cuenta una historia Lexile: 900L</p> <p>Paired Selections</p> <p>Genre: Poetry</p> <p>A: “Sonatina” and “El leopardo” O: “Cae la lluvia” y “Cuentos de invierno” B: “Canción al tren” y “Oda al perro”</p>	<p>Words: <i>bruces, celebrar, expresión, significativo</i></p> <p>Poetry Terms: <i>aliteración, estrofa, lírica, métrica</i></p> <p>Strategy: Simile and Metaphor</p>	<p>Literary Elements: Stanza and Repetition</p> <p>Skill: Theme</p> <p>Author’s Craft: Voice</p>	<p>Week 5: Proparoxytone and Superpropoxytone Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Free Verse Poem</p> <p>Expert Model: Free Verse Poetry</p> <p>Plan: Imagery</p> <p>Draft: Visual Arrangement</p> <p>Grammar and Mechanics</p> <p>Week 5: Correlative Conjunctions; Demonyms</p>	<p>Product: Create a Timeline</p> <p>Study Skill: Relevant Information</p> <p>Blast: Expresiones de libertad</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“Luchadores contra la sequía”</p> <p>Genre: Online Article</p>	<p>Reader’s Theater: “La puerta de oro”</p>	<p>Passage 1: “Cesar Chavez: héroe de la clase trabajadora” Genre: Biography</p> <p>Passage 2: “¿Tienes miedo?” Genre: Drama</p>	<p>Identify and Use Prefixes and Suffixes; Research Adages and Proverbs; Puns</p> <p>Connect to Content</p> <p>Analyze Flashback “Droughtbusters”</p>	<p>Writing Process: Narrative Poem</p> <p>Revise: Figurative Language</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 5 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Cómo pueden los conocimientos científicos cambiar con el tiempo?</p> <p>Text Features: Diagrams</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Cambio climático, cambio de vida”</p>	<p>“Cambios visuales de la Tierra”</p> <p>Genre: Expository Text Lexile: 840L</p>	<p>Anchor Text <i>¿Cuándo un planeta no es un planeta?</i> Genre: Expository Text Lexile: 900L</p> <p>Paired Selection “El cuervo y la jarra” Genre: Fable Lexile: 740L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: Marte Lexile: 740L O: Marte Lexile: 810L B: Marte Lexile: 890L</p> <p>Paired Selections</p> <p>Genre: Science Fiction A: “Zach el marciano” O: “Zach el marciano” B: “Zach el marciano”</p>	<p>Words: <i>aproximadamente, astronómico, cálculo, criterio, diámetro, evaluar, órbita, esfera</i></p> <p>Strategy: Greek Roots</p> <p>Strategy: Thesaurus</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author’s Craft: Imagery</p>	<p>Week 1: Root Words</p> <p>Week 2: Suffixes <i>-able, -mente</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression</p> <p>Week 2: Accuracy and phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Explanatory Essay Expert Model: Expository Text Plan: Take Notes Draft: Categorize Information</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Question Marks Week 2: Indefinite and Reflexive Pronouns; Parentheses and Commas</p>	<p>Product: Make a Diagram</p> <p>Skill: Reading a Diagram</p> <p>Blast: Un mundo mejor gracias a los satélites</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: ¿Es útil compartir experiencias para adaptarse a los cambios?</p> <p>Literary Elements: Dialect</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La ciudad en la isla”</p>	<p>“Los hijos del escriba”</p> <p>Genre: Historical Fiction Lexile: 925L</p>	<p>Anchor Text <i>Las ruinas indias</i> Genre: Historical Fiction Lexile: 1178L</p> <p>Paired Selection “Impresiones musicales de la Gran Depresión” Genre: Expository Text Lexile: 920L</p>	<p>Main Selections</p> <p>Genre: Historical Fiction A: El fabricante de herramientas Lexile: 725L O: El embajador Lexile: 825L B: El secreto de Chihul Lexile: 925L</p> <p>Paired Selections</p> <p>Genre: Realistic Fiction A: “Símbolos mayas” O: “La mejor pirámide” B: “Libros de corteza de árbol”</p>	<p>Words: <i>confiar, doblez, juicioso, lámina, rumor, sabiduría, solidario, túnica</i></p> <p>Strategy: Idioms</p> <p>Strategy: Puns</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast</p> <p>Author’s Craft: Text Structure</p>	<p>Week 3: Prefixes <i>des-, im-, in-, re-</i>, Words that Begin With <i>ex-, expl-, expr-, extra-</i></p> <p>Week 4: Compound Words and Their Accentuation</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Rate</p> <p>Week 4: Accuracy</p>	<p>Respond to Reading</p> <p>Writing Process: Research Report Revise: Logical Order Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: The Adverb; The Hyphen Week 4: Adjectives that compare; The Dash</p>	<p>Product: Create a Collage</p> <p>Study Skill: Credible Sources</p> <p>Blast: Experiencias compartidas por medio de la música</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: ¿Cómo afectan los acontecimientos naturales y las actividades humanas al medioambiente?</p> <p>Text Structure: Charts and Headings</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Represas para aprovechar el poder del agua”</p>	<p>“¿Deben vivir aquí plantas y animales de otros lugares?”</p> <p>Genre: Argumentative Text Lexile: 830L</p>	<p>Anchor Text <i>El caso de las abejas desaparecidas</i> Genre: Argumentative Text Lexile: 790L</p> <p>Paired Selection: “Las ocupadas y beneficiosas abejas” Genre: Expository Text Lexile: 880L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: Las grandes llanuras Lexile: 770L O: Las grandes llanuras Lexile: 830 B: Las grandes llanuras Lexile: 920L</p> <p>Paired Selections</p> <p>Genre: Persuasive Article A: “Salvemos los lobos de las Grandes Llanuras” O: “Salvemos los lobos de las Grandes Llanuras” B: “Salvemos los lobos de las Grandes Llanuras”</p>	<p>Words: <i>agrícola, disminuye, extiende, probable, identificar, inesperado, prospera, desorden</i></p> <p>Strategy: Root Words</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Author’s Point of View</p> <p>Author’s Craft: Word Choice: Puns</p>	<p>Week 5: Words Ending in <i>-ción, -sión, -cción, -xión</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Opinion Essay Expert Model: Argumentative Text Plan: Develop Support Draft: Strong Conclusion</p> <p>Grammar and Mechanics Week 5: Comparing with Good and Bad; Irregular Comparative Forms</p>	<p>Product: Create a Mock Blog Report</p> <p>Study Skill: A Research Plan</p> <p>Blast: Nuestras huellas</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“¿Hay alguien ahí?” Genre: Online Article</p>	<p>Reader’s Theater: “Jane Addams y Hull House”</p>	<p>Passage 1: “Lobos en Yellowstone” Genre: Argumentative Text</p> <p>Passage 2: “Chabuca y un recreo fuera de lo común” Genre: Historical Fiction</p>	<p>Comparing Genres Historical Setting</p> <p>Connect to Content</p> <p>Foreshadowing Research About the New Deal “¿Hay alguien ahí?”</p>	<p>Writing Process: Opinion Essay</p> <p>Revise: Sentence Structure</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 6 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Historical Fiction</p> <p>Essential Question: ¿De qué modo contribuyen los distintos grupos a una causa?</p> <p>Text Features: Flashback</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Esperanza para las tropas”</p>	<p>“Embarcados” Genre: Historical Fiction Lexile: 840L</p>	<p>Anchor Text <i>El código indescifrable</i> Genre: Historical Fiction Lexile: 690L</p> <p>Paired Selection “Aliados en acción” Genre: Expository Text Lexile: 920L</p>	<p>Main Selections Genre: Historical Fiction A: Los discos de la señora Gleeson Lexile: 720L O: El sombrero de Norberto Lexile: 770L B: El huerto de la victoria Lexile: 830L</p> <p>Paired Selections Genre: Expository Text A: “Colectas de desechos y libretas de racionamiento” O: “El programa Bracero” B: “Horticultura para el Tío Sam”</p>	<p>Words: <i>alistarse, boletín, contribución, diversidad, interceptar, operación, recluta, supervivencia</i></p> <p>Strategy: Homophones</p> <p>Strategy: Literal and Figurative Language</p>	<p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Author’s Craft: Print and Graphic Features</p>	<p>Week 1: Words of Greek and Latin Origin and Words from Mythology</p> <p>Week 2: Unknown and Multiple-Meaning Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression and Phrasing</p> <p>Week 2: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Historical Fiction Expert Model: Historical Fiction Plan: Sequence Draft: Develop Plot</p> <p>Grammar and Mechanics Week 1: Conjunctive and Quantity Adverbs; Punctuation in Letters Week 2: Comparative Adverbs; Dash in Dialogues</p>	<p>Product: Create a Cause/ Effect Chart</p> <p>Study Skill: Relevant Information</p> <p>Blast: Contribuciones notables</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Cómo se adaptan a su medioambiente los seres vivos?</p> <p>Literary Elements: Maps</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Las bacterias: están en todas partes”</p>	<p>“Océanos misteriosos” Genre: Expository Text Lexile: 840L</p>	<p>Anchor Text <i>Supervivencia a 40 bajo cero</i> Genre: Expository Text Lexile: 910L</p> <p>Paired Selection “¿Por qué los árboles perennes no pierden sus hojas?” Genre: Pourquoi Story Lexile: 790L</p>	<p>Main Selections Genre: Expository Text A: Criaturas de las cuevas Lexile: 760L O: Criaturas de las cuevas Lexile: 860L B: Criaturas de las cuevas Lexile: 930L</p> <p>Paired Selections Genre: Pourquoi Story A: “Por qué vuelan los murciélagos de noche” O: “Por qué vuelan los murciélagos de noche” B: “Por qué vuelan los murciélagos de noche”</p>	<p>Words: <i>adaptación, ágil, aislado, buscar, glacial, hibernar, inactivo, precavido</i></p> <p>Strategy: Context Clues: Paragraph Clues</p> <p>Strategy: Sound Devices</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author’s Craft: Point of View: Third Person Limited Point of View</p>	<p>Week 3: Homophones</p> <p>Week 4: Homographs</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Accuracy and Rate</p> <p>Week 4: Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Historical Fiction Revise: Transitions Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Double Negatives; Commas in digressions Week 4: Compound Words; Comma in ellipses</p>	<p>Product: Create a Slideshow</p> <p>Study Skill: Photo Research</p> <p>Blast: Camuflarse</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: ¿Qué nos puede enseñar nuestra conexión con el mundo?</p> <p>Text Structure: Lyric and Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El ritmo”</p>	<p>“Este niño don Simón,” “Pintar un mundo,” “¡Sorpresa!” Genre: Lyric and Narrative Poetry Lexile: NA</p>	<p>Anchor Text “Caupolicán,” “¿Quién es...?” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p>Paired Selection “Barcarola” Genre: Lyric Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: Tu mundo, mi mundo Lexile: 720L O: Vuelo a casa Lexile: 820L B: Ayuda a los necesitados Lexile: 950L</p> <p>Paired Selections Genre: Poetry A: “La canción de las estaciones” O: “El mundo que nos rodea” B: “La lluvia, el sol y el árbol”</p>	<p>Words: <i>conexión, describir, formidable, robusto</i></p> <p>Poetry Terms: asonancia, consonancia, imagen, lenguaje figurado</p> <p>Strategy: Personification</p>	<p>Literary Elements: Assonance and Consonance</p> <p>Skill: Point of View</p> <p>Author’s Craft: Imagery</p>	<p>Week 5: Words from Other Languages</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Lyric Poem Expert Model: Lyric Poem Plan: Sensory Language Draft: Rhyme</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Punctuation in Sentences</p>	<p>Product: Write an Email</p> <p>Study Skill: Formatting an Email</p> <p>Blast: Sé bueno</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“La tortuga y la planta solar” Genre: Online Article</p>	<p>Reader’s Theater: “La vuelta al mundo con Nellie Bly”</p>	<p>Passage 1: “Adaptaciones únicas de los animales” Genre: Expository Text</p> <p>Passage 2: “Similitudes” Genre: Poetry</p>	<p>Compare and Contrast Assess Stereotypes Identify Sound Devices</p> <p>Connect to Content Find and Evaluate Sources “La tortuga y la planta solar”</p>	<p>Writing Process: Lyric Poem Revise: Concrete Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p>

