

Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can experiencing nature change the way you think about it?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Capturing the Natural World” Genre: Narrative Nonfiction</p>	<p>“A Life in the Woods” Genre: Narrative Nonfiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Camping with the President</i> Genre: Narrative Nonfiction Lexile: 760L</p> <p>Paired Selection “A Walk with Teddy” Genre: Autobiography Lexile: 910L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>Save This Space!</i> Lexile: 750L O: <i>Save This Space!</i> Lexile: 960L ELL: <i>Save This Space!</i> Lexile: 730L B: <i>Save This Space!</i> Lexile: 980L</p> <p>Paired Selections Genre: Expository Text A: “The Journey of Lewis and Clark” O: “The Journey of Lewis and Clark” ELL: “The Journey of Lewis and Clark” B: “The Journey of Lewis and Clark”</p>	<p>Academic Vocabulary: <i>debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</i></p> <p>Homographs Prefixes</p>	<p>Ask and Answer Questions</p> <p>Primary and Secondary Sources</p> <p>Text Structure: Cause and Effect</p> <p>Author’s Perspective</p>	<p>Week 1 Short Vowels</p> <p>Week 2 Long Vowels</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Expression</p> <p>Week 2 Intonation and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Sentences; Punctuating Sentences Week 2: Subjects and Predicates; Commas</p>	<p>Project: Experiencing Nature</p> <p>Product: Promotional Map</p> <p>Blast: “Protecting Our Parks”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do we get the things we need?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Finding a Way” Genre: Realistic Fiction</p>	<p>“A Fresh Idea” Genre: Realistic Fiction Lexile: 760L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>One Hen</i> Genre: Realistic Fiction Lexile: 810L</p> <p>Paired Selection “Reading Between the Dots” Genre: Personal Narrative Lexile: 910L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Parker’s Plan</i> Lexile: 680L O: <i>Can-do Canines</i> Lexile: 790L ELL: <i>Can-do Canines</i> Lexile: 570L B: <i>Cleaning Up the Competition</i> Lexile: 970L</p> <p>Paired Selections Genre: Expository Text A: “Taking Care of Your Money” O: “You Can Bank on It” ELL: “You Can Bank on It” B: “Growing Money”</p>	<p>Academic Vocabulary: <i>afford, loan, profit, prosper, risk, savings, scarce, wages</i></p> <p>Context Clues: Sentence Clues Suffixes</p>	<p>Reread</p> <p>Plot: Conflict and Resolution</p> <p>Plot: Events</p> <p>Text Structure: Chronology</p>	<p>Week 3 Words with /ū/, /û/, and /ü/</p> <p>Week 4 r-controlled Vowels /är/, /âr/, /ôr/</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 Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Landmark Deal Approved!,” “Fund Florida Forever!,” “Revitalize Florida’s Downtowns” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Punctuation in Compound Sentences Week 4: Complex Sentences; Commas</p>	<p>Project: Meeting Needs</p> <p>Product: Compare/Contrast Chart</p> <p>Blast: “Clothing, Food, and Shelter”</p>

Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What are the positive and negative effects of new technology?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Electronic Books: A New Way to Read” Genre: Argumentative Text</p>	<p>“Are Electronic Devices Good for Us?” Genre: Argumentative Text Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Future of Transportation</i> Genre: Argumentative Text Lexile: 870L</p> <p>Paired Selection “Getting from Here to There” Genre: Technical Text Lexile: 890L</p>	<p>Main Selections Genre: Expository Text A: <i>What About Robots?</i> Lexile: 740L O: <i>What About Robots?</i> Lexile: 840L ELL: <i>What About Robots?</i> Lexile: 760L B: <i>What About Robots?</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Text A: “No Substitute” O: “No Substitute” ELL: “No Substitute” B: “No Substitute”</p>	<p>Academic Vocabulary: <i>access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</i></p> <p>Greek and Latin Prefixes</p>	<p>Reread</p> <p>Headings and Graphs</p> <p>Author’s Claim</p> <p>Author’s Purpose</p>	<p>Week 5 <i>r-controlled Vowel /úr/ Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Introduction Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Run-on Sentences; Correcting Run-on Sentences</p>	<p>Project: Technology</p> <p>Product: Debate</p> <p>Blast: “Riding Technology’s Rollercoaster”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Take It from Nature”</p>	<p>Reader’s Theater: <i>It Couldn’t Be Done</i></p>	<p>Passages Genre: Narrative Nonfiction “A Protector of Nature” Genre: Narrative Nonfiction “Children Save the Rain Forest” Genre: Realistic Fiction “Solutions, Not Complaints”</p> <p>Activities Compare the Passages Complete a Map Write an Essay</p>	<p>Passages “The NYC Subway: An Interview with a Transit Supervisor” “Solutions, Not Complaints”</p> <p>Activities Compare the Passages Write a Letter</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Honoring Black Women Inventors of the Past,” “Morse Code Is Safe and Reliable,” “All Aboard on America’s Rail System” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do good problem solvers do?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Haudenosaunee Confederacy” Genre: Expository Text</p>	<p>“Creating a Nation” Genre: Expository Text Lexile: 690L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Who Wrote the U.S. Constitution?</i> Genre: Expository Text Lexile: 760L</p> <p>Paired Selection “Wordsmiths” Genre: Expository Text Lexile: 970L</p>	<p>Main Selections Genre: Expository Text A: <i>The Bill of Rights</i> Lexile: 820L O: <i>The Bill of Rights</i> Lexile: 920L ELL: <i>The Bill of Rights</i> Lexile: 840L B: <i>The Bill of Rights</i> Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Having Your Say” O: “Having Your Say” ELL: “Having Your Say” B: “Having Your Say”</p>	<p>Academic Vocabulary: <i>committees, convention, debate, proposal, representatives, resolve, situation, union</i></p> <p>Context Clues Dictionary and Glossary</p>	<p>Reread Headings and Timelines</p> <p>Text Structure: Problem and Solution Print and Graphic Features</p>	<p>Week 1 Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p>Week 2 Plurals <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 Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Forming Plural Nouns</p>	<p>Project: Founders Solve Problems</p> <p>Product: Multimedia Slideshow</p> <p>Blast: “Meet Me in the Middle”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: When has a plan helped you accomplish a task?</p> <p>Genre: Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Lost Lake and the Golden Cup” Genre: Folktale</p>	<p>“The Magical Lost Brocade” Genre: Folktale Lexile: 740L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Blancaflor</i> Genre: Folktale Lexile: 870L</p> <p>Paired Selection “From Tale to Table” Genre: Expository Text Lexile: 990L</p>	<p>Main Selections Genre: Folktale A: <i>The Lion’s Whiskers</i> Lexile: 760L O: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 810L ELL: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 570L B: <i>Clever Manka</i> Lexile: 860L</p> <p>Paired Selections Genre: Expository Text A: “From Fiber to Fashion” O: “Make a Drum” ELL: “Make a Drum” B: “From Bee to You”</p>	<p>Academic Vocabulary: <i>assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</i></p> <p>Personification Roots</p>	<p>Make Predictions Plot: Setting Theme Text Structure: Sequence</p>	<p>Week 3 Inflectional Endings</p> <p>Week 4 Contractions <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 Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Benjamin Franklin’s Bifocals,” “Margaret Knight, Engineer and Inventor,” “Henry Ford and the Model T” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: More Plural Nouns; Plural Forms and Appositives Week 4: Possessive Nouns; Adding -s or -’s</p>	<p>Project: Accomplishing a Task</p> <p>Product: Illustrated Food Web</p> <p>Blast: “Stand by Your Plan”</p>

Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What motivates you to accomplish a goal?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “How to Make a Friend” Genre: Narrative Poetry</p>	<p>“A Simple Plan,” “Rescue” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Stage Fright,” “Catching Quiet” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p>Paired Selection “Foul Shot” Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Clearing the Jungle</i> Lexile: 650L O: <i>I Want to Ride!</i> Lexile: 730L ELL: <i>I Want to Ride!</i> Lexile: 600L B: <i>Changing Goals</i> Lexile: 860L</p> <p>Paired Selections Genre: Poetry A: “Just for Once” O: “Home Run” ELL: “Smash!” B: “Today’s Lesson”</p>	<p>Academic Vocabulary: <i>ambitious, memorized, satisfaction, shuddered</i></p> <p>Poetry Terms: <i>narrative, repetition, free verse, rhyme</i></p> <p>Homographs</p>	<p>Repetition and Rhyme</p> <p>Narrative and Free Verse</p> <p>Theme</p> <p>Form and Line Breaks</p>	<p>Week 5 Closed Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Academic Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Punctuating Titles and Letters</p>	<p>Project: Achieving Goals</p> <p>Product: Comic Strip</p> <p>Blast: “Reaching a Goal”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “The Long Road”</p>	<p>Reader’s Theater: <i>A Boy Named Abe</i></p>	<p>Passages “Popover! The Ultimate Baked Bubble” “Cooking with Electricity”</p> <p>Activities Compare the Passages Make Observations Explain Your Observations</p>	<p>Passages “Searching for Freedom” “Supporting Religious Liberty”</p> <p>Activities Compare the Passages Make a Timeline</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Going Above and Beyond,” “The Turtle Lady of Juno Beach,” “Community Bird Scientist” Plan: Organize Ideas Draft: Transitions Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can learning about different cultures teach us?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Foods for Thought” Genre: Realistic Fiction</p>	<p>“A Reluctant Traveler” Genre: Realistic Fiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>They Don’t Mean It!</i> Genre: Realistic Fiction Lexile: 870L</p> <p>Paired Selection “Where Did That Come From?” Genre: Expository Text Lexile: 940L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>All the Way from Europe</i> Lexile: 690L O: <i>Dancing the Flamenco</i> Lexile: 790L ELL: <i>Dancing the Flamenco</i> Lexile: 510L B: <i>A Vacation in Minnesota</i> Lexile: 950L</p> <p>Paired Selections Genre: Expository Text A: “A Sporting Gift” O: “Flamenco” ELL: “Flamenco” B: “The Scandinavian State?”</p>	<p>Academic Vocabulary: <i>appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</i></p> <p>Context Clues: Cause and Effect</p> <p>Adages</p>	<p>Summarize</p> <p>Plot: Characterization</p> <p>Theme</p> <p>Author’s Purpose</p>	<p>Week 1 Open Syllables</p> <p>Week 2 Open Syllables (V/V) <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Precise Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Subject-Verb Agreement Week 2: Verb Tenses; Avoid Shifting Tenses</p>	<p>Project: Learning About Different Cultures</p> <p>Product: Pamphlet</p> <p>Blast: “A Special Day”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What benefits come from people working as a group?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Teamwork in Space” Genre: Expository Text</p>	<p>“Gulf Spill Superheroes” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Winter’s Tail</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “Helping Hands” Genre: Expository Text Lexile: 1040L</p>	<p>Main Selections Genre: Expository Text A: <i>The Power of a Team</i> Lexile: 740L O: <i>The Power of a Team</i> Lexile: 900L ELL: <i>The Power of a Team</i> Lexile: 800L B: <i>The Power of a Team</i> Lexile: 1010L</p> <p>Paired Selections Genre: Expository Text A: “Hands on the Wheel” O: “Hands on the Wheel” ELL: “Hands on the Wheel” B: “Hands on the Wheel”</p>	<p>Academic Vocabulary: <i>artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</i></p> <p>Latin Roots</p> <p>Similes and Metaphors</p>	<p>Ask and Answer Questions</p> <p>Text Structure: Problem and Solution</p> <p>Central Idea and Relevant Details</p> <p>Literal and Figurative Language</p>	<p>Week 3 Vowel Team Syllables</p> <p>Week 4 Consonant + <i>le</i> Syllables <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 Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Parents Say No to Study Abroad,” “The Benefits of Study Abroad Programs,” “U.S. Students Study Abroad” Plan: Organize Ideas Draft: Logical Order Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words Week 4: Linking Verbs; Punctuating Titles and Product Names</p>	<p>Project: Working Together</p> <p>Product: Television Segment</p> <p>Blast: “Two Heads Are Better Than One”</p>

Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do we explain what happened in the past?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stonehenge: Puzzle from the Past” Genre: Argumentative Text</p>	<p>“What Was the Purpose of the Inca’s Knotted Strings?” Genre: Argumentative Text Lexile: 920L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Machu Picchu: Ancient City</i> Genre: Argumentative Text Lexile: 990</p> <p>Paired Selection “Dig This Technology!” Genre: Expository Text Lexile: 970L</p>	<p>Main Selections Genre: Expository Text A: <i>The Ancestral Puebloans</i> Lexile: 820L O: <i>The Ancestral Puebloans</i> Lexile: 920L ELL: <i>The Ancestral Puebloans</i> Lexile: 840L B: <i>The Ancestral Puebloans</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Text A: “The Ancestral Puebloans Were Astronomers” O: “The Ancestral Puebloans Were Astronomers” ELL: “The Ancestral Puebloans Were Astronomers” B: “The Ancestral Puebloans Were Astronomers”</p>	<p>Academic Vocabulary: <i>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</i></p> <p>Sentence Clues</p>	<p>Summarize</p> <p>Text Structure: Compare and Contrast</p> <p>Author’s Claim</p> <p>Figurative Language</p>	<p>Week 5 <i>r-controlled Vowel Syllables</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p>	<p>Project: Investigating the Past</p> <p>Product: Multimedia Presentation</p> <p>Blast: “Remnants of the Past”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “Animal Survivors”	Reader’s Theater: <i>A Thousand Miles to Freedom</i>	<p>Passages Genre: Expository Text “Teamwork and Destiny” “U.S. Space School”</p> <p>Activities Compare the Passages Share and Reflect Make a Teamwork Poster</p>	<p>Passages “To Be an Archaeologist” “Digging into the Past”</p> <p>Activities Compare the Passages Make Observations of Footprints</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Remember St. Helena’s Role,” “Collaboration at Angel Mounds,” “No Digging Allowed” Plan: Organize Ideas Draft: Sentence Structure Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can people do to bring about a positive change?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Fighting for Change” Genre: Biography</p>	<p>“Frederick Douglass: Freedom’s Voice” Genre: Biography Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rosa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection “Our Voices, Our Votes” Genre: Expository Text Lexile: 920L</p>	<p>Main Selections</p> <p>Genre: Biography A: <i>Jane Addams: A Woman of Action</i> Lexile: 700L O: <i>Jane Addams: A Woman of Action</i> Lexile: 910L ELL: <i>Jane Addams: A Woman of Action</i> Lexile: 710L B: <i>Jane Addams: A Woman of Action</i> Lexile: 1000L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “Gus García Takes on Texas” O: “Gus García Takes on Texas” ELL: “Gus García Takes on Texas” B: “Gus García Takes on Texas”</p>	<p>Academic Vocabulary: <i>anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</i></p> <p>Prefixes and Suffixes Hyperbole</p>	<p>Summarize Photographs and Captions Author’s Perspective Text Structure: Chronology</p>	<p>Week 1 Words with Final /əl/ and /ən/ Week 2 Prefixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression Week 2 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence and Sources Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun-Antecedent Agreement Week 2: Kinds of Pronouns; Quotation Marks in Dialogue</p>	<p>Project: Positive Change</p> <p>Product: Plaque</p> <p>Blast: Liberty and Justice for All</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can you discover when you give things a second look?</p> <p>Genre: Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Mystery Riddle” Genre: Drama (Mystery Play)</p>	<p>“Where’s Brownie?” Genre: Drama (Mystery Play) Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Window Into History: The Mystery of the Cellar Window</i> Genre: Drama (Mystery Play) Lexile: NP</p> <p>Paired Selection “A Boy, a Horse, and a Fiddle” Genre: Legend Lexile: 950L</p>	<p>Main Selections</p> <p>Genre: Drama A: <i>The Mysterious Teacher</i> Lexile: NP O: <i>The Unusually Clever Dog</i> Lexile: NP ELL: <i>The Unusually Clever Dog</i> Lexile: NP B: <i>The Surprise Party</i> Lexile: NP</p> <p>Paired Selections</p> <p>Genre: Realistic Fiction A: “The Case of the Missing Nectarine” O: “The Gift Basket” ELL: “The Gift Basket” B: “The Clothes Thief”</p>	<p>Academic Vocabulary: <i>astounded, concealed, inquisitive, interpret, preplexed, precise, reconsider, suspicious</i></p> <p>Adages and Proverbs Synonyms and Antonyms</p>	<p>Visualize Play Character Perspective Similes and Metaphors</p>	<p>Week 3 Homographs Week 4 Words with /chər/ and /zhər/ <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Phrasing Week 4 Accuracy and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Building a Better World,” “The Power of Words,” “A War at Home and Abroad” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Abbreviations Week 4: Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns</p>	<p>Project: A Second Look</p> <p>Product: Formal Letter</p> <p>Blast: A Second Glance</p>

Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do you express that something is important to you?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "I'm a Swimmer" Genre: Free Verse Poetry</p>	<p>"How Do I Hold the Summer?," "Catching a Fly," "When I Dance" Genre: Lyric and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Words Free as Confetti," "Dreams" Genre: Free Verse and Lyric Poetry Lexile: NP</p> <p>Paired Selection "A Story of How a Wall Stands" Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Tell Me the Old, Old Stories</i> Lexile: 650L O: <i>From Me to You</i> Lexile: 810L ELL: <i>From Me to You</i> Lexile: 580L B: <i>Every Picture Tells a Story</i> Lexile: 990L</p> <p>Paired Selections Genre: Poetry A: "Family Ties" O: "Dear Gina" ELL: "Sssh!" B: "The Eyes of a Bird"</p>	<p>Academic Vocabulary: <i>barren, expression, meaningful, plumes</i></p> <p>Poetry Terms: <i>lyric, alliteration, meter, stanza</i></p> <p>Similes and Metaphors</p>	<p>Stanza and Meter Lyric and Free Verse Theme Imagery</p>	<p>Week 5 Suffixes <i>-ance</i> and <i>-ence</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Punctuating Poetry</p>	<p>Project: What Is Important to You? Product: Timeline Blast: "Expressions of Freedom"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article "Droughtbusters"	Reader's Theater: <i>The Golden Door</i>	<p>Passages "Cesar Chavez: Hero at Work" "Army of Helpers"</p> <p>Activities Compare the Passages Analyze a Quote Create a Brochure</p>	<p>Passages "Colorful Chameleons" "Changing Their Look"</p> <p>Activities Compare the Passages Research Mimicry</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "A Life in Color," "The Federal Art Project," "William Bartram: One with Nature" Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can scientific knowledge change over time?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Sun: Our Star” Genre: Expository Text</p>	<p>“Changing Views of Earth” Genre: Expository Text Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>When Is a Planet Not a Planet?</i> Genre: Expository Text Lexile: 980L</p> <p>Paired Selection “The Crow and the Pitcher” Genre: Fable Lexile: 640L</p>	<p>Main Selections Genre: Expository Text A: <i>Mars</i> Lexile: 700L O: <i>Mars</i> Lexile: 900L ELL: <i>Mars</i> Lexile: 700L B: <i>Mars</i> Lexile: 970L</p> <p>Paired Selections Genre: Science Fiction A: “Zach the Martian” O: “Zach the Martian” ELL: “Zach the Martian” B: “Zach the Martian”</p>	<p>Academic Vocabulary: <i>approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</i></p> <p>Greek Roots Thesaurus</p>	<p>Ask and Answer Questions</p> <p>Diagrams</p> <p>Central Idea and Relevant Details</p> <p>Imagery</p>	<p>Week 1 Suffixes</p> <p>Week 2 Homophones <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 Research Report Expert Model Plan: Relevant Evidence Draft: Elaboration</p> <p>Grammar and Mechanics Week 1: Clauses; Appositives Week 2: Complex Sentences; Commas with Clauses</p>	<p>Project: Scientific Knowledge Grows</p> <p>Product: Podcast</p> <p>Blast: “A Better World with Satellites”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do shared experiences help people adapt to change?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Starting Over” Genre: Historical Fiction</p>	<p>“The Day the Rollets Got Their Moxie Back” Genre: Historical Fiction Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Bud, Not Buddy</i> Genre: Historical Fiction Lexile: 950L</p> <p>Paired Selection “Musical Impressions of the Great Depression” Genre: Expository Text Lexile: 990L</p>	<p>Main Selections Genre: Historical Fiction A: <i>The Picture Palace</i> Lexile: 710L O: <i>Hard Times</i> Lexile: 830L ELL: <i>Hard Times</i> Lexile: 520L B: <i>Woodpecker Warriors</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “The Golden Age of Hollywood” O: “Chicago: Jazz Central” ELL: “Chicago: Jazz Central” B: “A Chance to Work”</p>	<p>Academic Vocabulary: <i>assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</i></p> <p>Idioms Puns</p>	<p>Make, Confirm, and Revise Predictions</p> <p>Plot: Characterization</p> <p>Plot: Conflict</p> <p>Text Structure: Compare and Contrast</p>	<p>Week 3 Prefixes</p> <p>Week 4 Suffixes -less and -ness <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: Sentence Structure Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives; Capitalization and Punctuation Week 4: Adjectives That Compare; Using More and Most</p>	<p>Project: Supporting One Another</p> <p>Product: Collage</p> <p>Blast: “Shared Experiences”</p>

Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do natural events and human activities affect the environment?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dams: Harnessing the Power of Water” Genre: Argumentative Text</p>	<p>“Should Plants and Animals from Other Places Live Here?” Genre: Argumentative Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Case of the Missing Bees</i> Genre: Argumentative Text Lexile: 950L</p> <p>Paired Selection “Busy, Beneficial Bees” Genre: Expository Text Lexile: 980L</p>	<p>Main Selections Genre: Expository Text A: <i>The Great Plains</i> Lexile: 760L O: <i>The Great Plains</i> Lexile: 910L ELL: <i>The Great Plains</i> Lexile: 830L B: <i>The Great Plains</i> Lexile: 1020L</p> <p>Paired Selections Genre: Persuasive Text A: “Save the Great Plains Wolves” O: “Save the Great Plains Wolves” ELL: “Save the Great Plains Wolves” B: “Save the Great Plains Wolves”</p>	<p>Academic Vocabulary: <i>agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</i></p> <p>Root Words</p>	<p>Ask and Answer Questions</p> <p>Charts and Headings</p> <p>Author’s Perspective</p> <p>Puns</p>	<p>Week 5 Suffix <i>-ion</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 Personal Narrative Expert Model Plan: Sequence Draft: Description</p> <p>Grammar and Mechanics Week 5: Comparing with Good and Bad; Irregular Comparative Forms</p>	<p>Project: Environmental Changes</p> <p>Product: Mock Blog Report</p> <p>Blast: “Leaving a Trace”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Is Anybody Out There?”</p>	<p>Reader’s Theater: <i>Jane Addams and Hull House</i></p>	<p>Passages “Sir Isaac Newton” “Gravity”</p> <p>Activities Compare the Passages Investigate Newton’s Laws Record Your Data</p>	<p>Passages “Wind in the Great Plains” “Dusting Off with Humor”</p> <p>Activities Compare the Passages Write a 1-2-3 Report on Environment</p>	<p>Writing Process Personal Narrative Revise: Strong Conclusion Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do different groups contribute to a cause?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Hope for the Troops” Genre: Historical Fiction</p>	<p>“Shipped Out” Genre: Historical Fiction Lexile: 810L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Unbreakable Code</i> Genre: Historical Fiction Lexile: 640L</p> <p>Paired Selection “Allies in Action” Genre: Expository Text Lexile: 870L</p>	<p>Main Selections Genre: Historical Fiction A: <i>Mrs. Gleeson’s Records</i> Lexile: 730L O: <i>Norberto’s Hat</i> Lexile: 770L ELL: <i>Norberto’s Hat</i> Lexile: 640L B: <i>The Victory Garden</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “Scrap Drives and Ration Books” O: “The Bracero Program” ELL: “The Bracero Program” B: “Gardening for Uncle Sam”</p>	<p>Academic Vocabulary: <i>bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival</i></p> <p>Homophones</p> <p>Literal and Figurative Language</p>	<p>Summarize</p> <p>Plot: Flashback</p> <p>Theme</p> <p>Print and Graphic Features</p>	<p>Week 1 Words with Greek Roots</p> <p>Week 2 Words with Latin Roots <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 Plan: Characters Draft: Develop Plot</p> <p>Grammar and Mechanics Week 1: Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails Week 2: Adverbs That Compare; Using good, well; more, most; -er, -est</p>	<p>Project: World War II</p> <p>Product: Cause/Effect Chart</p> <p>Blast: “Outstanding Contributions”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How are living things adapted to their environment?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bacteria: They’re Everywhere” Genre: Expository Text</p>	<p>“Mysterious Oceans” Genre: Expository Text Lexile: 980L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Survival at 40 Below</i> Genre: Expository Text Lexile: 990L</p> <p>Paired Selection “Why the Evergreen Trees Never Lose Their Leaves” Genre: Pourquoi Story Lexile: 850L</p>	<p>Main Selections Genre: Expository Text A: <i>Cave Creatures</i> Lexile: 760L O: <i>Cave Creatures</i> Lexile: 900L ELL: <i>Cave Creatures</i> Lexile: 750L B: <i>Cave Creatures</i> Lexile: 1010L</p> <p>Paired Selections Genre: Pourquoi Story A: “Why Bat Flies at Night” O: “Why Bat Flies at Night” ELL: “Why Bat Flies at Night” B: “Why Bat Flies at Night”</p>	<p>Academic Vocabulary: <i>adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</i></p> <p>Context Clues: Paragraph Clues</p> <p>Sound Devices</p>	<p>Ask and Answer Questions</p> <p>Maps</p> <p>Text Structure: Cause and Effect</p> <p>Character Perspective</p>	<p>Week 3 Words from Mythology</p> <p>Week 4 Number Prefixes <i>uni-, bi-, tri-, cent-</i> <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: Dialogue and Pacing Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correct Double Negatives Week 4: Sentence Combining; Commas and Colons</p>	<p>Project: Animal Adaptations</p> <p>Product: Slideshow</p> <p>Blast: “Blending In”</p>

Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What can our connections to the world teach us?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Beat” Genre: Lyric Poetry</p>	<p>“To Travel!,” “Wild Blossoms” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “You Are My Music (Tú eres mi música),” “You and I” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p>Paired Selection “A Time to Talk” Genre: Lyric Poetry Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Your World, My World</i> Lexile: 730L O: <i>Flying Home</i> Lexile: 790L ELL: <i>Flying Home</i> Lexile: 610L B: <i>Helping Out</i> Lexile: 940L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Do I Know You?” O: “Tell Me, Show Me” ELL: “Fun and Play” B: “A Journalistic Journey”</p>	<p>Academic Vocabulary: <i>blares, connection, errand, exchange</i></p> <p>Poetry Terms: <i>personification, assonance, consonance, imagery</i></p> <p>Personification</p>	<p>Assonance and Consonance</p> <p>Lyric and Narrative</p> <p>Point of View and Perspective</p> <p>Imagery</p>	<p>Week 5 Suffixes <i>-ible, -able</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Narrative Poem Expert Model Plan: Characters, Setting, and Plot Draft: Figurative Language</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Pronouns in Prepositional Phrases</p>	<p>Project: Connections</p> <p>Product: Email</p> <p>Blast: “Be Nice”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “The Tortoise and the Solar Plant”</p>	<p>Reader’s Theater: <i>Round the World with Nellie Bly</i></p>	<p>Passages “Sarah Winnemucca: Word Warrior” “Sequoyah’s Gift”</p> <p>Activities Compare the Passages Research Historical Information Write About a Memory</p>	<p>Passages “Wonders of the Water Cycle” “An Ocean of Adaptations”</p> <p>Activities Compare the Passages Observe Water Molecules in Action</p>	<p>Writing Process Narrative Poem Revise: Concrete Words and Sensory Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>