

BCS Literacy Vision

Unit 2

Genre Study 1: Expository - Informational Text

Essential Question: What do good problem solvers do?

Text Sets:

Read Aloud: *The Haudenosaunee Confederacy*

Shared Read: "Creating a Nation"

Anchor Text: *Who Wrote the U.S. Constitution? & "Wordsmiths"*

Genre Study 2: Folktale

Essential Question: When has a plan helped you accomplish a task?

Text Sets:

Read Aloud: "Lost Lake and the Golden Cup"

Shared Read: "The Magical Lost Brocade"

Anchor Text: *Blancaflor & "From Tale to Table"*

Culminating Task: Choose one of the leaders discussed in *Who Wrote the U.S. Constitution?* and write an essay on that person. How did that person contribute to the development of the U.S. Constitution?

Genre Study 3: Poetry

Essential Question: What motivates you to accomplish a goal?

Text Sets:

Read Aloud: "How to Make a Friend"

Shared Read: "A Simple Plan" & "Rescue"

Anchor Text: "Stage Fright", "Catching Quiet", and "Foul Shot"

Culminating Task: Choose one positive achievement and write a narrative poem to share what happened during that experience. You should include figurative language, concrete words, and imagery to tell what happened and express feelings about the experience.

Week 3			✓ Assessed Skill
Unit 2 Week 3	Comprehension / Genre / Author's Craft	Language Development	
Essential Question: When has a plan helped you accomplish a task?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cite relevant evidence from the text <input checked="" type="checkbox"/> Make inferences to support understanding <input checked="" type="checkbox"/> Infer multiple themes <p>Make, correct, or confirm predictions Recognize logical order and order of importance <input checked="" type="checkbox"/> Identify and use literary elements</p>	<p>Vocabulary Acquisition: Acquire and use academic vocabulary Assuring detected emerging gratitude guidance outcome previous pursuit</p> <p>Vocabulary Strategy: <input checked="" type="checkbox"/> Explain the use of personification</p> <p>Grammar: Recognize possessive nouns <input checked="" type="checkbox"/> Identify and use plural nouns correctly</p>	
Text(s): Teach and Model Interactive Read Aloud: "Lost Lake and the Golden Cup" Shared Read: "The Magical Lost Brocade"	<p>Writing</p> <p>Writing process: Revise and edit an expository essay</p> <p>Analytical writing: <input checked="" type="checkbox"/> Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "Lost Lake and the Golden Cup" Present information about food webs</p>	
Practice and Apply Anchor Text(s): <i>Blancaflor</i> & "From Tale to Table" Leveled Readers A: The Lion's Whiskers O: The Riddle of the Drum ELL: The Riddle of the Drum B: Clever Manka Optional Classroom Library Trade Books <i>Mufaro's Beautiful Daughters</i> <i>Where the Mountain Meets the Moon</i>	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with inflectional endings Decode words using knowledge of contractions</p> <p>Spelling Words: Week 3 jogging dripping skimmed accepted amusing easing regretted forbidding referred injured deserved applied relied renewing complicated qualified threatening gnarled envied fascinated</p> <p>Week 4 you've she'd that's what's doesn't there's you're wasn't we'll we've we're couldn't I've didn't they're shouldn't wouldn't he'd don't isn't</p> <p>Fluency: Read fluently with expression, phrasing, and rate</p>	<p>Research and Inquiry</p> <p>Make a research plan Create a food web</p>	

Weekly Standards:

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[15 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[5 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[12 lessons]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[6 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[7 lessons]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[26 lessons]**

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. **[9 lessons]**

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. **[3 lessons]**

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[3 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3 , 5.RL.RRTC.10, 5.FL.VA.7b.i, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	<p>Students will: T118-119</p> <ul style="list-style-type: none"> ○ Discuss the essential question: When has a plan helped you accomplish a task? ○ Review student learning goals. ○ Discuss the photograph, focusing on how plans can help people achieve a successful outcome. ○ Answer the questions: <i>How do sand sculptors follow a plan to ensure a successful outcome? Why is it important to have a plan for guidance?</i> ○ Discuss with a partner experiences with making and following a plan. ○ Complete the blast assignment "Stand by Your Plan"
Listening Comprehension Interactive Read Aloud	<p>Students will: T120-121</p> <ul style="list-style-type: none"> ○ Discuss features of a folktale. ○ Create an anchor chart that includes features of a folktale. ○ Preview the comprehension strategy, "Make predictions" ○ Restate the most important ideas and details from "Lost Lake and the Golden Cup"
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	<p>Students will: T122-125</p> <ul style="list-style-type: none"> ○ Connect to the Essential Question by considering what the title and illustrations indicate about a task the characters might have to accomplish. ○ Use the left column on page 132 to note questions and to list interesting words and key details. ○ Make and confirm predictions using characteristics of folktales. ○ Infer themes within the text using text evidence. ○ Analyze the influence of the setting on the plot.
Vocabulary Reading / Writing Companion	<p>Students will: T126-127</p> <ul style="list-style-type: none"> ○ Work in pairs to identify how personification is used in the sentence on page 134. ○ Explain how the use of personification shows human qualities and helps them picture the event in the story.
Grammar Reading / Writing Companion	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Continue working with plural nouns and collective nouns. ○ With a partner, use complete sentences to talk about animals in nature. Partners should help each other form complete sentences, using a variety of plural nouns.
Spelling Reading / Writing Companion	<p>Students will: T160</p> <ul style="list-style-type: none"> ○ Take the spelling pretest. ○ Use the spelling word list to cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with partners. Do an open sort. Record their sorts in their writer's notebook.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.RRTC.10, 5.RL.KID.2, 5.FL.WC.4.b, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.W.RBPK.7, 5.RL.KID.3	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	<p>Students will: T128-135</p> <ul style="list-style-type: none"> ○ Create a making predictions anchor chart. ○ Look for details in the text and illustrations about what the main character says, does, or thinks. They should also look for clues about how other characters respond to the main character. ○ Make a prediction about what events are likely to happen during the rising action, climax, and falling action of the plot, based on this text evidence. ○ Use what they know about the characteristics of a particular genre to make a prediction. For example, knowing that a folktale often features a character who embarks on a quest or adventure can help readers predict what the character might experience. ○ With a partner, share one prediction they made after Ping left the Mountain of the Sun and explain the evidence that helped them make it. Have pairs tell whether they were able to confirm their predictions, and if not, what they did to revise them. ○ Work with partners to list two details that show “The Magical Lost Brocade” is a folktale and to identify examples that give clues about the historical and cultural setting. Partners should discuss how each example helps them better visualize and understand the folktale. ○ Independent Practice Have students read the online Differentiated Genre Passage, “The Fox and the Snail.” ○ Begin a Theme anchor chart. ○ Complete a graphic organizer for “The Magical Lost Brocade.” Record details from the text about what Ping does and says and the conflicts he faces. ○ Work together to summarize one of the story’s themes. ○ Reread parts of “The Magical Lost Brocade” and analyze the techniques the author used in writing the selection. The use of imagery and descriptive language allows authors to help readers visualize the magical settings, situations, and characters common to folktales. It also helps authors convey a specific mood.
Respond to Reading Reading / Writing Companion	<p>Students will: T136-137</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author help you care about Ping on his dangerous journey?</i> ○ Look for words and phrases in the text that help them picture Ping and the challenges he encounters on his journey. ○ Use the phrases in the sentence starters to form their responses. Their first paragraph should state the main idea of their response. Specific details should support the main idea. Students may continue their responses on a separate piece of paper.
Study Skill / Research & Inquiry Reading / Writing Companion	<p>Students will: T140-141</p> <ul style="list-style-type: none"> ○ Assign roles within their team as they work on the project. ○ Develop a research plan to collect and present information for an illustrated food web. Use an online Layered Book Foldable® to write their research plans. ○ Work together to create their illustrated food web. NOTE: They will be working on the project over the next two weeks. Pairs should discuss their plan. Follow any oral instructions their partners might give to show that they understand.
Grammar Practice Book	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Explain how to form plural nouns that do not end in -s or -es. ○ Discuss irregular plural nouns ○ See Practice Book page 86. ○ Participate in the activity on Collective Nouns: In small groups, have students come up with singular and plural uses for each word. <i>The cast of the play practices daily. The cast are trying on their costumes.</i>

Fluency	<p>Students will: T139</p> <ul style="list-style-type: none"> ○ Work on inflectional endings. ○ Practice reading "The Magical Lost Brocade" ○ Continue practice with fluency using the online Differentiated Genre Passage, "The Fox and the Snail."
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Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.a, 5.FL.VA.7a.ii, 5.FL.VA.7b.i	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	<p>Students will: T141A-O</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Use the Theme Graphic Organizer 102. ○ Identify the problem that sets the tale in motion. ○ Use the strategy: Confirm or Correct Predictions ○ Paraphrase the text. ○ Make inferences about why Blancaflor leaves after she helps Alfonso. ○ Generate questions on their own about the story and share with a partner. ○ Look at the illustration on page 126. Turn to a partner and talk about how it connects to the last paragraph on the page. ○ Review repetition and pattern. Repetition and pattern are often elements of folktales. Answer the questions: <i>What number has been repeated throughout this story. How has the number three been repeated so far?</i> ○ Use what they have learned about Alfonso's actions and what happens as a result of his actions, to find the theme, or author's message, in this folktale. Answer the question: <i>What is the theme?</i> ○ Review students' predictions and purposes for reading. Answer the Essential Question. ○ Read the biographies of the author and illustrator ○ Answer the questions: <i>How might living in other countries have influenced Alma Flor Ada's writing? How do you think Beatriz Vidal's inspiration to become an artist might have led her to teach others to illustrate children's books? If you were an illustrator, what kind of book would you illustrate?</i> Explain your response.
Grammar Minilesson Practice Book	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Plural forms and appositives ○ Practice Book page 87 or online activity. ○ Participate in the activity "Replace the Nouns": write two sentences using singular nouns. Partners read their sentences aloud to each other. Have the listening partner repeat the sentence, replacing the singular noun with its plural form and changing the verb as needed.
Expand Vocabulary Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Orally complete each sentence stem to review words. ○ See Practice Book page 96.

Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.KID.2 , 5.W.RBPK.9, 5.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-P <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Use the Theme Graphic Organizer 102. ○ Identify the problem that sets the tale in motion. ○ Use the strategy: Confirm or Correct Predictions ○ Paraphrase the text. ○ Make inferences about why Blancaflor leaves after she helps Alfonso. ○ Generate questions on their own about the story and share with a partner. ○ Look at the illustration on page 126. Turn to a partner and talk about how it connects to the last paragraph on the page. ○ Review repetition and pattern. Repetition and pattern are often elements of folktales. Answer the questions: <i>What number has been repeated throughout this story. How has the number three been repeated so far?</i> ○ Use what they have learned about Alfonso's actions and what happens as a result of his actions, to find the theme, or author's message, in this folktale. Answer the question: <i>What is the theme?</i> ○ Review students' predictions and purposes for reading. Answer the Essential Question. ○ Read the biographies of the author and illustrator ○ Answer the questions: <i>How might living in other countries have influenced Alma Flor Ada's writing? How do you think Beatriz Vidal's inspiration to become an artist might have led her to teach others to illustrate children's books? If you were an illustrator, what kind of book would you illustrate?</i> Explain your response. ○ Use the events and details from their Theme Chart to summarize. ○ Reread to develop a deeper understanding of the text by answering the questions on pages 144–146 of the Reading/Writing Companion. ○ Write a response to: <i>How does the tone and mood change from the beginning of the folktale to the end?</i>
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Proofread and correct sentences. ○ Find a piece of their own writing in their writer's notebook and correct errors in plural nouns usage. ○ See Practice Book page 88. ○ Participate in the activity "Spelling Challenge" - the teacher will display singular nouns that form the plural in different ways (e.g., <i>knife, radio, potato, child, goose, deer</i>). Have partners check each other's work as they take turns choosing a word, spelling its plural, and writing a sentence with it.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. Have students use a print or a digital dictionary to check and correct their spellings. ○ See Practice Book page 93.

Day 5	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.SC.6.j, 5.W.PDW.5	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-O <ul style="list-style-type: none"> ○ Reread the fifth paragraph on page 119. Answer the question: <i>How does the author use personification to set the mood of the story?</i> ○ Reread the third paragraph on page 120. Answer the question: <i>Why did the author choose the words delighted and profound instead of happy and great?</i> ○ Reread page 123. Answer the question: How does the author use descriptive language to help you visualize what the prince is experiencing? ○ Reread the last paragraph on page 125. Answer the question: How is the last task different from the first two? ○ Reread the first sentence on page 127. Consider the phrase, "Alfonso felt his heart stop." Why is this an example of figurative language? ○ Reread the last three paragraphs on page 130. Answer the question: How does the author use words and phrases to change the tone of the story? ○ Examine the author's purpose. Discuss how the author's use of dialogue helps to better understand what Alfonso is like. ○ Discuss how illustrations add to the story's mood.
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Review revisions of the paragraph on Reading/Writing Companion page 126. ○ Review their drafts, focusing on logical order. Use transition words.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Take the spelling post-test. ○ List misspelled words in their writer's notebook.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 89 for assessment. ○ Participate in the activity: Plurals in the Garden- groups make a list of plants used for food (e.g., corn, tomato, potato, squash, cherry, peach) and then use a dictionary to find out how to form the plural. Have students write each plural form and use the plurals in sentences.

Unit 2 Week 4		
Comprehension / Genre / Author's Craft		Language Development
Essential Question: When has a plan helped you accomplish a task?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cite relevant evidence from the text <input checked="" type="checkbox"/> Make inferences to support understanding <input checked="" type="checkbox"/> Infer multiple themes <p>Make, correct, or confirm predictions Recognize logical order and order of importance <input checked="" type="checkbox"/> Identify and use literary elements</p>	<p>Vocabulary Acquisition: Acquire and use academic vocabulary Assuring detected emerging gratitude guidance outcome previous pursuit</p> <p>Vocabulary Strategy: <input checked="" type="checkbox"/> Explain the use of personification</p> <p>Grammar: Recognize possessive nouns <input checked="" type="checkbox"/> Identify and use plural nouns correctly</p>
Text(s): Teach and Model <i>Interactive Read Aloud: "Lost Lake and the Golden Cup"</i> Shared Read: "The Magical Lost Brocade" Practice and Apply <i>Anchor Text(s): Blancaflor & "From Tale to Table"</i> Leveled Readers A: The Lion's Whiskers O: The Riddle of the Drum ELL: The Riddle of the Drum B: Clever Manka Optional Classroom Library Trade Books <i>Mufaro's Beautiful Daughters</i> <i>Where the Mountain Meets the Moon</i>	<p>Writing</p> <p>Writing process: Revise and edit an expository essay</p> <p>Analytical writing: <input checked="" type="checkbox"/> Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with inflectional endings Decode words using knowledge of contractions</p> <p>Spelling Words:</p> <p>Week 3 jogging dripping skimmed accepted amusing easing regretted forbidding referred injured deserved applied relied renewing complicated qualified threatening gnarled envied fascinated</p> <p>Week 4 you've she'd that's what's doesn't there's you're wasn't we'll we've we're couldn't I've didn't they're shouldn't wouldn't he'd don't isn't</p> <p>Fluency: Read fluently with expression, phrasing, and rate</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "Lost Lake and the Golden Cup" Present information about food webs</p> <p>Research and Inquiry</p> <p>Make a research plan Create a food web</p>

Weekly Standards:

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[4 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[5 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[12 lessons]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[1 lesson]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[4 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[1 lesson]**

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. **[1 lesson]**

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[1 lesson]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[1 lesson]**

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[1 lesson]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[6 lessons]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[13 lessons]**

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. **[5 lessons]**

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. **[2 lessons]**

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. **[2 lessons]**

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[5 lessons]**

5.W.TTP.2.h Apply language standards addressed in the Foundational Literacy standards. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.b,	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T141A-O</p> <ul style="list-style-type: none"> ○ Complete pages 144-146.
Respond to Reading Reading / Writing Companion	<p>Students will: T142-143</p> <ul style="list-style-type: none"> ○ Read the prompt. Answer the questions: <i>How does the tone and mood change from the beginning of the folktale to the end? What is the prompt asking you to write?</i> ○ Turn to Literature Anthology page 119. Reread the first three paragraphs aloud. Answer: <i>How is the prince feeling, and why does he feel this way? How does the prince reacts when he hears a deep voice.</i> ○ Turn to page 124 and read the first four paragraph. Answer the questions: <i>How does Blancaflor help the prince? How do her actions affect the story's tone?</i> ○ Look for more examples of language and actions that convey a mood and tone. Craft a short response. ○ Review pages 144-146 pf the Reading/Writing Companion. ○ Discuss completed charts and writing responses with partners or small groups. ○ Look at sentence starters on page 147. Use sentence starters to guide their responses.
Writing Process: Peer Conferencing Reading / Writing Companion	<p>Students will: T148-149</p> <ul style="list-style-type: none"> ○ Partners will review each other's work. ○ Review the revising checklist on Reading/Writing Companion page 127. ○ Use rubric on page 129 to help with completing revisions.
Grammar Practice Book	<p>Students will: T158</p> <ul style="list-style-type: none"> ○ Complete the grammar exercise on page 97 about possessive nouns. ○ Form singular possessive nouns by adding an apostrophe (') and an -s to a singular noun, a person's name, or a collective noun that ends in -s: <i>the horse's mane, Aaron's music, Bess's skateboard, the class's schedule..</i>
Spelling Practice Book	<p>Students will: T162</p> <ul style="list-style-type: none"> ○ Study spelling word contractions formed from the words <i>have, had, is, are, will, and not..</i> ○ Take the spelling pre-test. <p>Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with partners. Then have partners do an open sort. Have them record their sorts in their writer's notebook.</p>
Day 7	Instructional Plan
Student Learning Targets: 5.FL.SC.6.j, 5.W.TTP.2.h, 5.W.PDW.5, 5.FL.WC.4.a, 5.FL.VA.7a.ii, 5.FL.VA.7b.i, 5.RL.KID.2	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T143A-D</p> <ul style="list-style-type: none"> ○ Read and reread "From Tale to Table", take notes and think about the Essential Question: <i>When has a plan helped you accomplish a task?</i> Answer how this text compares with Blancaflor. Discuss how these texts are similar and different. ○ Summarize the selection in ways that maintain meaning and logical order.

Writing Process: Edit and Revise Reading / Writing Companion	Students will: T150-151 <ul style="list-style-type: none"> ○ Finish writing and revising their drafts. Edit and proofread them. ○ Read the Grammar Connections feature. ○ In pairs, edit and proofread each other's drafts using the editing checklist as their guide. ○ Review their drafts and reflect on how the editing process affected their writing.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Review how to form a possessive noun. ○ See Practice Book page 98. ○ Participate in "Talk about it" activities.
Expand Vocabulary Practice Book	Students will: T164 <ul style="list-style-type: none"> ○ Review that <i>geo</i> is a Greek root meaning "Earth" and <i>photo</i> is a Greek root meaning "light." ○ Name other words that use the roots <i>geo</i> and <i>photo</i>. ○ See Practice Book page 107.

Day 8	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.RI.CS.5 , 5.SL.PKI.4, 5.SL.PKI.5, 5.W.PDW.6, 5.FL.VA.7a.ii, 5.FL.VA.7b.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Reread pages 134-135. Think about what is involved in a recipe. Answer What makes the creation of a new recipe so remarkable? ○ Look at the title. <i>Why is "From Tale to Table" a good title for this selection?</i> Use text evidence to support your answer. ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 148-150 of the Reading/Writing Companion.
Author's Craft Reading / Writing Companion	Students will: T144-145 <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 151. ○ Explain that authors use text structure to organize ideas and information so that readers can identify and understand relationships between and among the ideas. ○ Discuss key points of text structure that is organized according to order of importance or logical order. ○ Work with a partner to analyze logical order reflected in the text structure of the paragraph on Reading/Writing Companion page 149. ○ Enter responses on Reading/Writing Companion page 151.
Writing Process: Draft Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. ○ Choose a format for publishing: print or digital. ○ Incorporate illustrations, photos, or maps to add a multimedia element to strengthen presentations. ○ Consult Presenting Checklist before presenting to the class. ○ Evaluate their drafts, have them answer the questions on page 129 of the Reading/Writing Companion.

Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ Differentiate when to add -s or 's to create plural possessive nouns. ○ See Practice Book page 39 or online activity.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Explain that personification means giving human qualities to an animal or object. ○ Read folktales to find examples of personification. ○ See Practice Book page 108.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.RI.IKI.7, 5.RI.IKI.9, 5.SL.PKI.4, 5.SL.PKI.5 , 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7a.ii, 5.FL.VA.7b.i, 5.FL.VA.7b.iii	
Fluency Practice Book	Students will: T147 <ul style="list-style-type: none"> ○ Listen to the teacher model fluency as they read aloud the first three paragraphs of "The Magical Lost Brocade," on Reading/Writing Companion page 132-135. ○ Students can practice fluency using the online Differentiated Genre Passage, "The Fox and the Snail."
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Once their drafts are final, students can prepare for publishing and presenting their work. ○ Present final presentation of their expository essay by choosing print or digital format. ○ Evaluate their drafts, have them answer the questions on page 129 of the Reading/Writing Companion.
Make Connections Reading / Writing Companion	Students will: T166 <ul style="list-style-type: none"> ○ Students will share and discuss their responses to the "Stand by Your Plan" Blast. ○ Complete the activities on Reading/Writing Companion page 152 and discuss how the sketches, the blast, and the selections they have read relate to the idea that having a plan can help you accomplish a task. ○ See the connections between the Wright Brothers' on Reading/Writing Companion page 152 and the selections. ○ Refer to their notes on the Four-Door Foldable® as they respond to the writing prompt at the bottom of the page.
Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ Use the online review for grammar practice and usage.
Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.SL.PKI.5, 5.W.PDW.6 , 5.FL.WC.4.a, 5.FL.VA.7a.ii, 5.FL.VA.7b.i	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ Choose a print or digital format for presenting their expository essays.
Spelling Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ See Practice Book page 102 for the posttest.
Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none"> ○ Discuss options for visuals or digital elements such as photographs, drawings, or other visuals that would give the audience additional information about the topic.

	<ul style="list-style-type: none">○ Use the Listening Checklist on page 153 of the Reading/Writing Companion.
Progress Monitoring	Students will: T202-203 <ul style="list-style-type: none">○ Complete the online assessment.

Unit 2 Week 5	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What motivates you to accomplish a goal?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cite relevant evidence from text <input checked="" type="checkbox"/> Make inferences to support understanding <input checked="" type="checkbox"/> Infer multiple themes <p>Evaluate author's use of repetition and rhyme Analyze author's voice <input checked="" type="checkbox"/> Identify and use literary elements</p>	<p>Vocabulary Acquisition: Acquire and use academic vocabulary ambitious memorized satisfaction shuddered narrative repetition free verse rhyme</p> <p>Vocabulary Strategy: <input checked="" type="checkbox"/> Identify and define homographs</p> <p>Grammar: <input checked="" type="checkbox"/> Identify prepositional phrases</p>
Text(s): Teach and Model Interactive Read Aloud: "How to Make a Friend" Shared Read: "A Simple Plan" "Rescue"	<p>Writing</p> <p>Writing process: Plan and draft a narrative poem</p> <p>Analytical writing: <input checked="" type="checkbox"/> Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "How to Make a Friend" Present information about a historical poem</p>
Practice and Apply Anchor Texts: "Stage Fright" "Foul Shot"	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with closed syllables</p> <p>Spelling Words: dentist jogger fifteen flatter submit mustang absent hollow empire blizzard culture goggles summon excite kennel valley fragment gallop vulture pigment</p> <p>Fluency: Read fluently with expression and phrasing</p>	<p>Research and Inquiry</p> <p>Analyze figurative language to deepen understanding Illustrate a historical poem about the Founding Fathers and patriot heroes</p>
Leveled Readers A: <i>Clearing the Jungle</i> O: <i>I Want to Ride</i> ELL: <i>I Want to Ride</i> B: <i>Changing Goals</i> Optional Classroom Library Trade Books <i>Mufaro's Beautiful Daughters</i> <i>Where the Mountain Meets the Moon</i>		

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. **[4 lessons]**

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[15 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[9 lessons]**

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. **[14 lessons]**

5.FL.SC.6.i Use underlining, quotation marks, or italics to indicate titles of works. **[10 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[1 lesson]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[2 lessons]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[14 lessons]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[11 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[6 lessons]**

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[3 lessons]**

5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. **[6 lessons]**

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. **[1 lesson]**

5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. **[3 lessons]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[4 lessons]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[19 lessons]**

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. **[2 lessons]**

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[6 lessons]**

5.W.TTP.3.c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. **[1 lesson]**

5.W.TTP.3.f Use precise words and phrases and use sensory details to convey experiences and events. **[2 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.RL.CS.5, 5.FL.VA.7a.i, 5.RL.KID.2, 5.FL.VA.7b.iii, 5.FL.SC.6.a, 5.FL.SC.6.i, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	<p>Students will: T214-215</p> <ul style="list-style-type: none"> ○ Discuss the essential question: What motivates you to accomplish a goal? ○ Review the student learning goals. ○ Discuss the photograph of the dancers. Focus on the satisfaction that comes from working hard to achieve a goal. ○ Answer the questions: <i>What is an ambitious goal that you have had? What motivated you to accomplish it? Describe the satisfaction you felt when you achieved it.</i> ○ Discuss what they have learned about accomplishing goals. Add related ideas to the graphic organizer. ○ Complete the blast assignment "Reaching a Goal".
Listening Comprehension Interactive Read Aloud	<p>Students will: T216-217</p> <ul style="list-style-type: none"> ○ Read aloud a narrative poem in which a boy heeds his older brother's advice about making a new friend. ○ Discuss features of a narrative poem. ○ Start a narrative poetry anchor chart, and add characteristics of the genre. ○ Listen and follow along as the teacher point out that understanding text structure makes it easier to comprehend poetry and the themes they express. ○ Preview the comprehension strategy Reread by using the Think Aloud Clouds: When I read _____, I had to reread...to reinforce how you used the reread strategy to understand content ○ Discuss the elements of the Interactive Read Aloud to identify it as a narrative poem. ○ Summarize "How to Make a Friend" in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	<p>Students will: T218-221</p> <ul style="list-style-type: none"> ○ Think about the essential question and what motivates someone to reach a goal. ○ Focus on the Read prompts now. ○ Make predictions about each poem on page 156. ○ Complete the Quickwrite.
Vocabulary Reading / Writing Companion	<p>Students will: T222-223</p> <ul style="list-style-type: none"> ○ Explain homographs are words that are spelled the same but have different meanings. ○ Use context clues to determine which meaning of a homograph is correct in a sentence. ○ Begin a homograph anchor chart. ○ Reread "Rescue" on pages 158-159 and use context clues to figure out the meanings of <i>down and spell</i>.
Grammar Practice Book	<p>Students will: T250</p> <ul style="list-style-type: none"> ○ Identify a prepositional phrase is a group of words that tells more about an important part of a sentence and can function as an adjective or an adverb. ○ See Practice Book page 109 or online activity.
Spelling Practice Book	<p>Students will: T252</p> <ul style="list-style-type: none"> ○ Take the pretest spelling test to access prior knowledge.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.RRTC.10, 5.RL.KID.2, 5.RL.CS.4 , 5.FL.WC.4.a, 5.FL.WC.4.b, 5.RL.IKI.9, 5.FL.PWR.3.a, 5.FL.VA.7b.i, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.SC.6.a, 5.FL.SC.6.i,	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T224-231 <ul style="list-style-type: none"> ○ Listen and follow along as the teacher models how to reread and identify the repetition of the words spill and as if in the poem "Rescue" on page 158. ○ Explain that repetition emphasizes an important event or distinction the poet is trying to make. ○ Look for and identify two examples of repetition in "A Simple Plan." ○ Add the elements repetition and rhyme to the poetry anchor chart. ○ Note key characteristics of narrative and free verse poems. ○ Listen and follow as teacher model how to identify "A Simple Plan" as a narrative poem and "Rescue" is a free verse poem. ○ Add elements narrative and free verse poems to poetry anchor chart. ○ Read the online Differentiated Genre Passage, "Blue Ribbon Dreams." ○ Explain that a poem's theme is the message that the poet wishes to communicate to the readers. ○ Reread "A Simple Plan" and "Rescue" then infer with a partner their themes. ○ Summarize how the speaker and neighbors respond to a challenge what the speaker learns as a result. ○ Analyze the techniques the poets used in writing the poems such as repetition and descriptive details to emphasize important ideas to help readers visualize the actions and events the speaker is describing. ○ Reread page 157 and recognize that repetition indicates that an idea is important.
Respond to Reading Reading / Writing Companion	Students will: T232-233 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How do the poets of "A Simple Plan" and "Rescue" help you visualize the accomplishment of goals? Cite text evidence to support your answer.</i> ○ Distinguish between the poet and speaker when answering the prompt. ○ Use the sentence starters on page 166 to form their responses to answer <i>How do descriptive details and imagery help you visualize the accomplishment of goals described in the poems</i>
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 <ul style="list-style-type: none"> ○ Review the types of figurative language discussed in the first section of page 167. Note that authors use figurative language to help readers: <ul style="list-style-type: none"> ● "hear" what is happening by using words that call to mind a sound ● "see" what is happening by using words that create mental pictures. ● Relate to the characters through personification. ● Add extra drama to what is happening through hyperbole. ○ Use figurative language in a poem to create an illustration of that poem. ○ Illustrate a poem about the Founding Fathers or Patriot heroes
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Review how prepositional phrases function as modifiers in sentences. See Practice Book page 110. ○ Write sentences using prepositional phrases as adjectives and adverbs. Underline each prepositional phrase.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.iii, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.IKI.9, 5.FL.SC.6.a, 5.FL.SC.6.i, 5.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-D <ul style="list-style-type: none"> ○ Read “Stage Fright”. Use copies of online Graphic Organizer 126 and take notes as they read. ○ Determine the theme of “Stage Fright”. Add key details along with the theme to the graphic organizer. ○ Provide examples that show the poem is a narrative poem.
Grammar Minilesson Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Use quotation marks around the title of a song, part of a book, or a short story.. See Practice Book page 111 or online activity. ○ Use italics or underlining for emphasis in writing, or with the title of a long work, such as a book. ○ Use commas after the greeting and closing in a friendly letter and in the date and address. ○ Use a colon after the greeting in a business letter.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Reinforce word knowledge by orally completing sentence stems. ○ See Practice Book page 120. ○ Use context clues to distinguish homographs.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.iii, 5.RL.KID.2, 5.W.RBPK.9, 5.RL.CS.4, 5.RL.CS.5, 5.FL.WC.4.b, 5.RL.RRTC.10, 5.W.TTP.3.f, 5.FL.SC.6.a, 5.FL.SC.6.i, 5.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T239A-B/240-241 <ul style="list-style-type: none"> ○ Reread “Stage Fright”. Answer: <i>How does the poet structure the poem to help you understand how the speaker feels before and after he performs?</i> ○ Reread the poem, and Answer the question: <i>Why does the poet use repetition? Cite specific evidence in your answer.</i> ○ Read the paired selection “Foul Shot” and take notes considering the essential question: What motivates you to accomplish a goal? ○ Turn to Reading/Writing Companion page 173 and read key points about voice. ○ Discuss the speaker’s voice at the end of the poem and how the lines contribute to the speaker’s voice. Pay attention to the visual arrangement as well as word choice, and then share their work with the class. ○ Enter their responses on Reading/Writing Companion page 173.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-247 <ul style="list-style-type: none"> ○ Discuss the differences between narrative poems and fictional stories. ○ Create a narrative poetry anchor chart and add features of the genre to the chart. ○ Reread the poem “Stage Fright” on Literature Anthology pages 138-139. ○ Focus on the plot, climax, and resolution of the narrative poem. ○ Identify the climax and resolution before they write their answers on Reading/Writing Companion page 176. ○ Summarize the plot of this narrative poem.

Grammar Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Proofread and correct errors in sentences. See Practice Book page 112 ○ Search stories for sentences that contain prepositional phrases. ○ Post sentences in the correct column of the T-chart from Day 3 explaining their placements.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word in the sentences posted on the board. Use a print or a digital dictionary to correct spellings. See Practice Book page 114. ○ Participate in a Blind Sort with a partner. One student reads a Spelling Word Card; the other tells under which spelling pattern it belongs. Compare and discuss sorts. Play concentration, matching words with the same spelling pattern.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.VA.7b.i, 5.W.TTP.3.c, 5.W.TTP.3.f , 5.FL.SC.6.a, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.RL.IKI.9, 5.FL.F.5.b	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: <ul style="list-style-type: none"> ○ Identify how the poet's use personification to help understand the characters emotions. ○ Reread the text and answer questions on pages 171–172 of the Reading/ Writing Companion.
Fluency Reading / Writing Companion	Students will: T257 <ul style="list-style-type: none"> ○ Listen and follow along as the teacher models fluent reading of the excerpt on page 175. ○ Choral read the same passage mimicking the teacher's phrasing and use of expression. ○ As partners, read aloud "Rescue" on Reading/Writing Companion page 158-159.
Writing Process: Draft Reading / Writing Companion	Students will: T248-249 <ul style="list-style-type: none"> ○ Define figurative language, (i.e., similes, metaphor, personification, hyperbole). ○ Discuss why poets might use metaphors and similes to make comparisons. ○ Identify the metaphor at the end of the poem on page 179 of the Reading/Writing Companion. ○ Use figurative language and sensory details to create mental images as they write a narrative poem about a positive achievement in their life. ○ Use first person pronouns and informal language to write a narrative poem.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Take spelling post test.
Progress Monitoring	Students will: T <ul style="list-style-type: none"> ○ Complete online assessment.

Unit 2 Week 6		
	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	<ul style="list-style-type: none"> • Review strategies and skills • Track progress • Cite relevant evidence from text • Summarize the text • Interpret information presented visually 	Vocabulary Acquisition: <ul style="list-style-type: none"> • Use context to determine the meaning of unfamiliar words
Text(s): Reading Digitally: "The Long Road"	Writing Writing process: <ul style="list-style-type: none"> • Complete a narrative poem • Share writing and choose a portfolio piece Analytical writing: <ul style="list-style-type: none"> • Write an opinion • Write a summary 	Speaking and Listening <ul style="list-style-type: none"> • Paraphrase information presented digitally • Engage in collaborative discussions
Reader's Theater: <i>A Boy Named Abe</i>	Foundational Skills Fluency: <ul style="list-style-type: none"> • Read grade-level text fluently with appropriate prosody, accuracy, rate 	Research and Inquiry <ul style="list-style-type: none"> • Conduct and present research • Select reliable sources • Gather relevant information from digital sources • Navigate links

Weekly Standards

5.FL.F.5.a Read grade-level text with purpose and understanding. **[1 lesson]**

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]**

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. **[1 lesson]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[2 lessons]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[2 lessons]**

5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[1 lesson]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[1 lesson]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[1 lesson]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[1 lesson]**

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. **[2 lessons]**

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[1 lesson]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[1 lesson]**

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. **[4 lessons]**

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[1 lesson]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[1 lesson]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[1 lesson]**

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. **[1 lesson]**

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[1 lesson]**

5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **[1 lesson]**

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. **[4 lessons]**

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. **[4 lessons]**

5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **[2 lessons]**

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[2 lessons]**

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[2 lessons]**

5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. **[1 lesson]**

5.W.TTP.3.f Use precise words and phrases and use sensory details to convey experiences and events. **[1 lesson]**

5.W.TTP.3.g Apply language standards addressed in the Foundational Literacy standards. **[1 lesson]**

Day 1	Instructional Plan
Student Learning Targets: 5.RI.IKI.7, 5.RI.IKI.9, 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7a.i, 5.RL.KID.1, 5.RI.CS.5 , 5.FL.SC.6.j, 5.W.TTP.3.f, 5.W.PDW.5	
Reading Digitally OR Reader's Theater	<p>Students will: T298-299</p> <ul style="list-style-type: none"> ○ Discuss the features of an online article. ○ Listen and follow along as the teacher reads the article aloud. Take notes on Graphic Organizer 26. With a partner, paraphrase the main ideas using evidence to support their answer. ○ Understand words with Greek and Latin suffixes, such as ecology and migration. ○ Write a summary of the article, stating the problem and actions people took to solve it. ○ Compare what they learned about putting plans into action with what they have learned about other plans in texts they have read in this unit. ○ Write about this question: <i>Why is it sometimes difficult for people to protect wildlife?</i> ○ OR ○ Discuss the features of the play <i>A Boy Named Abe</i>. Review the features of a play and discuss the elements of drama.
Show What You Learned Reading / Writing Companion	<p>Students will: T302-303</p> <ul style="list-style-type: none"> ○ Recognize that informational texts use subheads and other text features designed to help guide the reader through the selection ○ Analyze how answering test questions demonstrate their ability to master the unit's skill and strategy. ○ Think about how the problem-and-solution text structure helps the reader to better understand the events in the selection. ○ Understand how subheadings make it easier for readers to locate information.
Writing Process: Revise Reading / Writing Companion	<p>Students will: T310-311</p> <ul style="list-style-type: none"> ○ Identify the difference between concrete words and abstract words. ○ Listen as the teacher reads aloud the paragraph on Reading/Writing Companion page 180 and then participate in a discussion about its order of ideas. ○ Respond to the questions and use their answers to revise their drafts. ○ Revise their narrative poems to use concrete words to describe an abstract idea or experience.
Day 2	Instructional Plan
Student Learning Targets: 5.RI.IKI.7, 5.RI.IKI.9, 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7a.i, 5.FL.VA.7b.i, 5.RL.KID.2, 5.RL.CS.4 , 5.SL.CC.1, 5.W.PDW.5	
Reading Digitally OR Reader's Theater	<p>Students will: T298-299</p> <ul style="list-style-type: none"> ○ Reread parts of the online article, paying attention to text structure and author's craft. Discuss these questions. What text structure did the author use to organize the information? Note interactive features hyperlinks and pop-up windows. ○ Reread and focus on the problem of conserving the Serengeti and how people worked to solve it. Take notes using Graphic Organizer 26. ○ Paraphrase the main ideas, giving text evidence to support their answers, summarize stating the problem and the actions people took to solve it. ○ Discuss these questions: What text structure does the author use to organize the information? For what purpose did the author add the hyperlink? ○ Navigate links to information and identify hyperlinks, colored or underlined text on a Web page that connects to another page. ○ Observe the last three letters in a URL to determine if a site is reliable or credible.

	<ul style="list-style-type: none"> ○ Reread and answer this question: <i>According to the author, why is the Serengeti important?</i> Skim the text and find reasons the Serengeti is important to humans and animals. ○ Discuss with a partner whether they agree with the author's point of view. ○ Compare what they learned about putting plans into action with what they have learned about other plans in texts they have read in this unit. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic and brainstorm questions related to the article. For example: <i>How have people implemented plans to conserve natural areas?</i> Choose a question to research and clarify what they want to learn. ▪ Conduct Internet Research Using only reliable, unbiased sources. Track sources to cite in a bibliography. ▪ Present Have groups conduct a round-table discussion on how people put plans into action. ○ OR ○ Listen and follow along as the teacher models how to read the play. ○ Practice their parts in the play. State the name of the character and read the part, reading accurately and using appropriate phrasing and expression or prosody. ○ Discuss unknown vocabulary words. ○ Understand who are the characters, where is the setting, and what is the plot to monitor comprehension of the play. ○ Reread the play and discuss the following: When and where does the play take place? The scenes take place in different settings within Pigeon Creek, Indiana, in the 1820s. What are these settings? How is the setting of each scene indicated? What quality or ability of Abraham Lincoln's does each scene highlight?
Show What You Learned Reading / Writing Companion	Students will: T304-305 <ul style="list-style-type: none"> ○ Read "Ziggy" and answer text dependent questions.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-313 <ul style="list-style-type: none"> ○ Restate the routine for peer review. Brainstorm a list of rules for peer conferencing. Use sentence starters from Reading/Writing companion on page 181. ○ Use the revising checklist on Reading/Writing Companion page 181. Implement suggestions. Look at the rubric on page 183 to help them with revision.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7a.iii, 5.RL.RRTC.10, 5.FL.WC.4.a, 5.FL.SC.6.a, 5.FL.SC.6.j, 5.W.TTP.3.g	
Extend Your Learning	Students will: T306-307 <ul style="list-style-type: none"> ○ Identify the characteristics of a poem and a folktale. ○ Complete Venn Diagram on Reading/Writing Companion page 190 comparing "Stage Fright" to Blancafor. ○ Define homographs as words that are spelled the same but have different pronunciation. ○ In pairs, share how to find the word origins of a homograph such as loom. Record responses on page 191.

Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T314-315</p> <ul style="list-style-type: none">○ Use the editing checklist on Reading/Writing Companion page 182.○ Correct the sentences posted on the board. Proofread and edit as a class.○ With a partner, use the editing checklist to edit and proofread each other's drafts.○ Answer as a reflection: <i>How are editing and proofreading a poem similar to and different from other types of writing.</i>
Day 4	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.RI.IKI.7, 5.W.RW.10, 5.FL.WC.4.b, 5.SL.PKI.4, 5.SL.PKI.5	
Extend Your Learning	<p>Students will: T308-309</p> <ul style="list-style-type: none">○ Write an advertisement. Read and discuss the activity on Reading/Writing Companion page 192.○ Use samples of ads in magazines and online to find examples of persuasive language.○ Role-play using exaggerated and persuasive language to "sell" each other a classroom object.○ Research Benjamin Franklin's inventions using print and online resources. Use reliable sources, such as those ending in .edu or .gov. Share ads with the class.○ Identify a timeline as a visual display showing events chronologically, or in the order in which they occurred.○ Understand that timelines can be arranged horizontally and vertically.○ Read and discuss the questions on Reading/Writing Companion page 95.○ Work with a partner or in a group to create a digital timeline or illustrated poster listing relevant facts in sequence before adding photographs, illustrations, or digital elements.○ Complete the questions or reflection on page 192.○ Identify features of digital texts: i.e., hyperlinks, video, popups, and other interactive features.○ Use the activity on Reading/Writing Companion page 193 to apply knowledge of finding information in online articles and using interactive elements to determine the central idea and key details.○ Create a T-Chart listing the advantages and disadvantages of the Great Migration if planned highway was built through the park. Include text evidence to support their prediction of how the Great Migration animals might be affected by a highway.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T316-317</p> <ul style="list-style-type: none">○ For the final presentation of their narrative poems, students will participate in groups to decide on formatting issues such as font type and size, and placement of visuals.○ In groups, determine the order in which the poems appear, create a table of contents, and design a cover.○ Use the rubric on page 183 of the Reading/Writing Companion to assign a score to their own essays. Remind them that one part of their essay might earn a score of "4" but another might earn a "2".○ Meet with a partner to talk about their self-evaluations and the reasons for scoring.○ Make notes on page 183 what they did successfully and what needs improvement. Revisit work that needs improvement.

Day 5	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.SL.PKI.4, 5.SL.PKI.5, 5.RI.RRTC.10, 5.SL.CC.3, 5.SL.PKI.6, 5.W.PDW.6	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none">○ This will be a continuation from the previous day.
Track Your Progress	Students will: T318 <ul style="list-style-type: none">○ Review Reading/Writing Companion page 194.○ Note key skills from the unit.○ Use the rubric to evaluate their work over the course of the unit.○ Explore and express personal connections to one of the texts they have read this unit.
Wrap Up the Unit	Students will: T319 <ul style="list-style-type: none">○ Perform the Reader's Theater.○ OR○ Share their completed research projects from Genre Study 3.○ Select a piece of writing from the unit and present.
Summative Assessment	Students will: T330-331 <ul style="list-style-type: none">○ Complete the summative assessment.

BCS Literacy Vision

Unit 3**Genre Study 1: Realistic Fiction**

Essential Question: What can learning about different cultures teach us?

Text Sets:

Read Aloud: "Foods for Thought"

Shared Read: "A Reluctant Traveler"

Anchor Text: *They Don't Mean It* & "Where Did That Come From?"

Genre Study 2: Expository Informational Text

Essential Question: What benefits come from people working as a group?

Text Sets:

Read Aloud: "Teamwork in Space"

Shared Read: "Gulf Spill Superheroes"

Anchor Text: *Winter's Tail* & "Helping Hands"

Culminating Task: Write a story about something interesting your character or characters discover about the place you chose to write about. You should have a conflict or problem that needs to be resolved. Make sure your story has a beginning, middle, and end. Think about how you will develop your characters. What is their physical appearance? What type of personality do they have? Use descriptive details to make your character more interesting.

Genre Study 3: Argumentative Text

Essential Question: How do we explain what happened in the past?

Text Sets:

Read Aloud: "Stonehenge: Puzzle from the Past"

Shared Read: "What Was the Purpose of the Inca's Knotted Strings?"

Anchor Text: *Machu Picchu: Ancient City* & "Dig This Technology!"

Culminating Task: Choose an ancient site and research facts about the site. Choose the argument you think is the most likely explanation for the site and write a persuasive article that includes differing points of view. Then, convince readers that one argument is more likely than the other.

Weeks 1-2

 Assessed Skill

Unit 3 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What can learning about different cultures teach us?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cite relevant evidence from text <input checked="" type="checkbox"/> Make inferences to support understanding <input checked="" type="checkbox"/> Infer multiple themes <p>Summarize text in ways that maintain meaning and logical order.</p> <p>Explain author's purpose</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify and use literary elements 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary appreciation blurred complimenting congratulate contradicted critical cultural misunderstanding</p> <p>Vocabulary Strategy: <input checked="" type="checkbox"/> Use context clues to understand meaning</p> <p>Grammar: Identify action verbs</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use verb tenses correctly
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Foods for Thought" Shared Read: "A Reluctant Traveler"</p> <p>Practice and Apply</p> <p>Anchor Text: "They Don't Mean It!" & "Where Did That Come From?"</p> <p>Leveled Readers</p> <p>A: All the Way from Europe O: Dancing the Flamenco ELL: Dancing the Flamenco B: Potluck or Potlatch?</p> <p>Optional Classroom Library Trade Books</p> <p><i>Laugh with the Moon</i> <i>How Tia Lola Learned to Teach</i></p>	<p>Writing</p> <p>Writing process: <input checked="" type="checkbox"/> Plan and draft a realistic fiction story</p> <p>Analytical writing: <input checked="" type="checkbox"/> Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with open syllables Decode words with open syllables (V/V)</p> <p>Spelling Words: Week 1 Minus loser humor closet recent student equal profile local comet vacant punish cavern shiver decent linen legal panic smoky tyrant Week 2 video diet fuel diary cruel ruin trial piano rodeo meander casual riot fluid diameter ideas poet patriot meteor radio genuine</p> <p>Fluency: Read fluently with intonation, expression, and phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversation Paraphrase portions of "Foods for Thought" Present information about an immigrant culture</p> <p>Research and Inquiry</p> <p>Identify and gather information Create a pamphlet about an immigrant</p>

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[12 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[17 lessons]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[5 lessons]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[9 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[2 lessons]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[5 lessons]**

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[1 lesson]**

5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. **[1 lesson]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[7 lessons]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[25 lessons]**

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. **[3 lessons]**

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[3 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.RL.KID.2, 5.FL.VA.7a.i, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	<p>Students will: T20-21</p> <ul style="list-style-type: none"> ○ Discuss the essential question: What can learning about different cultures teach us? ○ Review student learning goals. ○ Discuss the photograph of the man, focus on what he is doing. ○ Answer the questions: <i>What can dance teach people about a group's cultural beliefs? How can dancing help someone develop an appreciation for a different culture? What are other ways people share their culture?</i> ○ In small groups, discuss what they have learned to appreciate about other cultures and how they do so. ○ Complete the blast assignment "A Special Day".
Listening Comprehension Interactive Read Aloud	<p>Students will: T22-23</p> <ul style="list-style-type: none"> ○ Discuss the features of realistic fiction. ○ Create an anchor chart that includes the characteristics of realistic fiction ○ Review common text structures in realistic fiction texts i.e., ; characters, events, realistic setting, plot, problem, climax, resolution, dialogue, and descriptive details. ○ Preview the comprehension strategy, Summarize, by using the Think Alouds Clouds. ○ Summarize the main plot points of "Foods for Thought" in their own words maintaining meaning and logical order.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	<p>Students will: T24-27</p> <ul style="list-style-type: none"> ○ Think about the Essential Question and what they know about different cultures. ○ Observe the title and the photos on pages 2-3 and generate a question about the story. ○ Practice using the "Summarize" strategy. ○ In pairs, summarize the selection orally using their notes. Then record their summary in their writer's notebook.
Vocabulary Reading / Writing Companion	<p>Students will: T28-29</p> <ul style="list-style-type: none"> ○ Use the routine on the Visual Vocabulary Cards to introduce each word. ○ Figure out the meaning of unknown words by using context clues in a sentence or clues beyond the sentence in a paragraph. ○ Explain that context clues can describe, restate, or define ○ With a partner, use context clues to determine the meaning of <i>hemisphere</i> and <i>relocated</i> on page 3 and <i>bleak</i> on page 4 of "A Reluctant Traveler.". Circle the clues and discuss how the clues help them determine each word's meaning.
Grammar Practice Book	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ Define verb and identify action verbs. ○ Complete page 121 in the Practice Book.
Spelling Practice Book	<p>Students will: T62</p> <ul style="list-style-type: none"> ○ Assess prior knowledge of words with open syllables. ○ Practice using the activity Open Sort: Have students cut apart the Spelling Word Cards available online and initial the back of each card. Have them read the words aloud with partners. Then have partners do an open sort. Have them record their sorts in their writer's notebook.

Day 2	Instructional Plan
Student Learning Target: 5.RL.KID.1, 5.RL.RRTC.10, 5.RL.KID.2, 5.RL.IKI.7, 5.FL.WC.4.b, 5.W.RBPK.8	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	<p>Students will: T30-37</p> <ul style="list-style-type: none"> ○ Add additional points about the strategy to the “Summarize” anchor chart. ○ Reread and summarize the first three paragraphs in “A Reluctant Traveler” on page 3. ○ Explain key characteristics of realistic fiction. ○ Identify realistic elements from “A Reluctant Traveler,” such as settings, events, and dialogue. Add these features to the realistic fiction anchor chart. Independent Practice Have students read the online Differentiated Genre Passage, “Potluck or Potlatch.” ○ Identify that a theme of a story is an idea or message about life that the author wants to convey to readers. Add to the theme anchor chart. ○ Work in pairs to determine the theme of “A Reluctant Traveler”. ○ Paraphrase the events of “A Reluctant Traveler”. ○ Reread and observe the visual features and analyze the techniques the author used in writing “A Reluctant Traveler”.
Respond to Reading Reading / Writing Companion	<p>Students will: T38-39</p> <ul style="list-style-type: none"> ○ Discuss the prompt: <i>How does the author show how Paul changes during his trip to Argentina?</i> Ask: <i>What is the prompt asking</i> ○ While analyzing the text, look for dialogue and descriptions that help the reader understand the feelings and attitudes of Paul. ○ Answer the question: <i>How does reviewing the dialogue at different points in the story help you understand how Paul changed? How do Paul's actions at different points in the story indicate a change?</i> ○ Use sentence starters to form responses to explain how the author's use of dialogue and details help them see Paul's changes.
Study Skill / Research & Inquiry Reading / Writing Companion	<p>Students will: T42-43</p> <ul style="list-style-type: none"> ○ Discuss the importance of narrowing the topic of their research before gathering information. ○ Listen as the teacher models how to narrow the topic for research to the most relevant information needed. ○ Create an outline or a list of main ideas that will help identify and gather relevant information. ○ Create a pamphlet about the customs and traditions of a group of people by using information in their charts. ○ Discuss in pairs how to narrow their topics and gather information for their pamphlets.
Grammar Practice Book	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ Describe what an action verb is. Use lie/lay, sit/set, and rise/raise in sentences. ○ Learn about subject-verb agreement rules. See Practice Book page 122. ○ Participate in the Talk About It activity on subject-verb agreement.

Day 3	Instructional Plan
Student Learning Target: 5.FL.VA.7a.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	<p>Students will: T43A-43M</p> <ul style="list-style-type: none"> ○ Read about how two friends deal with differences between their cultures. ○ Add words to their vocabulary log. ○ Respond to questions while reading.

	<ul style="list-style-type: none"> ○ Record things the characters say and do and what happens to them to help identify the theme of the story.
Grammar Minilesson Practice Book	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Review subject-verb agreement. ○ Choose the correct verb to agree with the verbs from sentences written on the board. See Practice Book page 123.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Review previous vocabulary and orally complete sentences. See Practice Book page 132.
Day 4	Instructional Plan

Student Learning Target: 5.FL.VA.7a.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.a

Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	<p>Students will: T43A-M</p> <ul style="list-style-type: none"> ○ Continue to read the anchor text and respond to questions in the text. ○ Use context clues to determine the meaning of unknown words and phrases. ○ Read the biography of the author Lensey Namioka. Answer the following: <i>How might Lensey Namioka have used her own experiences as a child to write this story? Why might Lensey Namioka write about the Yang family in other books? What is a childhood experience you would like to write about?</i> ○ Use details from Theme Chart to summarize the selection.
Grammar Practice Book	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Identify and correct errors in sentences written on the board. ○ Find a piece of their own writing in their writer's notebook and correct subject-verb agreement errors, including those with collective nouns, prepositional phrases, and their influence on subject-verb agreement. ○ See Practice Book page 124. ○ Participate in the activity Role-Play A Scene: Brainstorm a list of action verbs. Create and act out a scene using at least four of the verbs.
Spelling Practice Book	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word identified in sentences written on the board. Use a print or a digital dictionary to check and correct their spellings. ○ With a partner, do a Blind sort: one reads a Spelling Word Card; the other tells which open syllable pattern it belongs (V/V). Explain how they sorted the words. Then use their word cards to play Go Fish, using this week's spelling patterns (V/V) as the "fish."
Day 5	Instructional Plan

Student Learning Target: 5.FL.VA.7a.i, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.KID.1, 5.FL.WC.4.a

Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T43A-M</p> <ul style="list-style-type: none"> ○ Reread page 184-185. Answer the question: <i>How does the author show that Mary's mother does not feel like she is being true to her culture?</i> Cite evidence from the text in their answer. ○ Determine how the author uses dialogue to help the reader understand the characters' opinions about desserts. ○ Reread pages 188-189. Answer the question: <i>Why does the author use the phrases little gasp and stared wideeyed? The author</i>
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	<p><i>describes both Mary and Kim as thoughtful. Why does the author use this word?</i></p> <ul style="list-style-type: none">○ Reread page 191. Answer the question: <i>How does the author use realistic elements on this page to drive the plot forward?</i>○ Reread paragraph 4 on page 193. Then look at the illustration. How does the author use the illustration to show how Mrs. Yang has changed?○ Lensey Namioka uses humor to entertain her readers. <i>What example of humor can you find on page 193? What does this help the reader understand?</i>○ Look at the illustrations in the story and use sentence frames to discuss how they reveal the characters' emotions. Use text evidence to support your ideas.
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 <ul style="list-style-type: none">○ Add features of realistic fiction to the anchor chart.○ Analyze an expert model looking at author's craft.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none">○ Take the spelling post test
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none">○ Complete the Daily Language Activity and Practice book page 125.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[3 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.c Use verb tense to convey various times, sequences, states, and conditions. **[12 lessons]**

5.FL.SC.6.d Recognize and correct inappropriate shifts in verb tense. **[10 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[17 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[1 lesson]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[5 lessons]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[5 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[4 lessons]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[3 lessons]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[8 lessons]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[15 lessons]**

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. **[4 lessons]**

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[5 lessons]**

5.W.TTP.3.c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.KID.3 , 5.FL.WC.4.b, 5.FL.SC.6.c, 5.FL.SC.6.d, 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-M <ul style="list-style-type: none"> ○ Reread the text to identify text features that will aid in their writing.
Respond to Reading Reading / Writing Companion	Students will: T44-45 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How does the author show how the Yangs change as they try to find a balance between their Chinese traditions and their new American life? What is the prompt asking you to write?</i> ○ Look at Literature Anthology page 184, Ask: In the last paragraph on the page, <i>how does the author characterize Mrs. Yang's feelings about how American culture has affected her?</i> Now reread page 186. Ask: <i>How does Mrs. Yang respond to the compliments about her dinner?</i> ○ Focus on the author's use of dialogue and word choice, along with details in the illustrations. Explain how these elements show how the members of the Yang family, particularly Mrs. yang change over the course of the story. Vary sentence structure by combining short sentences and adding phrases and clauses to others.
Writing Process: Plan Reading / Writing Companion	Students will: TT52-53 <ul style="list-style-type: none"> ○ Have partners or small groups brainstorm a list of real or realistic places and types of characters for mapping their realistic fiction story. ○ Choose one setting and at least one type of character from brainstorming to begin the events for their narration. The story's sequence of events should focus on a problem related to a discovery a character makes about the story's setting.. ○ Make a plan and gather the information they will need to write. Use online Sequence of Events Graphic Organizer 88 to plan their writing. ○ Preview rubric on page 31 to understand the elements of a realistic fiction story.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Work on verb tenses. See Practice Book page 133.
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pretest.
Day 7	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.W.TTP.3.c , 5.FL.SC.6.c, 5.FL.SC.6.d, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-B <ul style="list-style-type: none"> ○ Read "Where Did That Come From?" Think about the Essential Question: ○ Compare "Where Did That Come From" to <i>They Don't Mean It!</i> ○ Summarize the selection.

Writing Process: Plan Reading / Writing Companion	<p>Students will: T54-55</p> <ul style="list-style-type: none"> ○ Choose or create one main character for their story and at least one other character. Answer questions to help choose characters. ○ Discuss favorite characters from books, films, and shows. Ask: <i>What are these characters like? What makes you care about them?</i> Create characters with similar characteristics. ○ Use vivid language that appeal to the readers' five senses to bring their characters to life. ○ List and describe two characters they will use in their story on Reading/Writing Companion page 26. ○ Use a graphic organizer to define a clear beginning, middle, and end of their story. Include specific details about how the characters are involved in the events of their story.
Grammar Practice Book	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ Review forming present tense verbs. ○ Define past tense and future tense verbs and learn how to create past and future tense verbs. ○ Add -ed to most verbs to show past tense and use helping verbs to create future tense verbs. ○ See Practice Book page 134. ○ Participate in the activity Use Action Verbs: Partner A chooses the verb, and Partner B makes a sentence using a progressive form of the verb. Partners switch roles.
Expand Vocabulary Practice Book	<p>Students will: T66</p> <ul style="list-style-type: none"> ○ Identify the meaning of literal and figurative language adage. ○ Write adage and its meaning in their writer's notebook. See Practice Book page 143.

Day 8	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.SC.6.c, 5.FL.SC.6.d, 5.FL.VA.7a.i, 5.FL.VA.7b.iii, 5.RL.CS.6	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T45A-B</p> <ul style="list-style-type: none"> ○ Analyze the text feature Headings. ○ Discuss how headings in the selection help you understand the influence of other cultures on America. ○ Summarize the text.
Phonics Practice Book	<p>Students will: T48-49</p> <ul style="list-style-type: none"> ○ Work on VV open syllable patterns.
Author's Craft Reading / Writing Companion	<p>Students will: T46-47</p> <ul style="list-style-type: none"> ○ Identify key points of the author's purpose. ○ Listen as the teacher model identifying the author's purpose by identifying key words and phrases the author uses to introduce the topic. ○ With a partner, find key words and phrases that the author uses to introduce the topic Ask: <i>What does the author want readers to know about American sports? What examples does the author provide?</i> ○ Enter their responses on Reading/Writing Companion page 21

Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Discuss how writers focus on the sequence of events in the middle of a story. Note that details in the paragraphs describe the event and the characters involved. ○ Understand that writers tell the events in the order they occur and focus on one major event in each paragraph. ○ Reread the paragraph from "Potluck or Potlatch?" on page 27 of the Reading/Writing Companion. Identify the event happening currently and the event that happened in the past. ○ Identify descriptive details that help them imagine what is happening in the story. ○ Review the Sequence of Events chart created during the Plan phase as they write their drafts. ○ Include dialogue and details throughout the the story. ○ Work with a partner to identify the events in each other's draft and discuss how well the details describe the characters and events. ○ Use the paragraph from "Potluck or Potlatch?" as a model as they write their own paragraph that includes a shift in the sequence of events.
Grammar Practice Book	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Use the online review for identifying the correct verb tense. ○ Avoid shifting tenses when describing the same incidents in a paragraph. See Practice Book page 135.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Read the second paragraph of "Potluck or Potlatch?" Look for cause and effect clues to help figure out the meaning of reassurance. ○ In pairs, use context clues to figure out meanings of other unfamiliar words in the passage.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.RL.KID.1, 5.RL.KID.2 , 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.SC.6.c, 5.FL.SC.6.d	
Fluency Practice Book	<p>Students will: T49</p> <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, "Potluck or Potlatch?"
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Continue drafting their Realistic Fiction story.
Make Connections Reading / Writing Companion	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ Use the online Four Door Foldable® with headings <i>They Don't Mean It!</i>, "Where Did that Come From?," "With a Lantern in My Hand," and "A Special Day." ○ In their groups, complete the activities on Reading/Writing Companion page 22 and discuss how the song lyrics, the blast, and the selections they have just read relate to learning about different cultures. ○ See the connections between the song lyrics for "With a Lantern in My Hand" on Reading/Writing Companion page 22 and the different texts. ○ Respond to the writing prompt at the bottom of the page.
Grammar Practice Book	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Correct errors in sentences written on the board. ○ Take turns using action verbs to describe a place that has, had, or will have a lot of action going on. (Where Am I? activity)

Day 10	Instructional Plan
Student Learning Targets: 5.W.RBPK.7, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.FL.WC.4.a	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none">○ In pairs, identify the events in each other's draft and discuss how well the details describe the characters and events.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none">○ Take the spelling post test on Open Syllables (VV).
Research and Inquiry Reading / Writing Companion	Students will: T69 <ul style="list-style-type: none">○ Present their work.
Progress Monitoring	Students will: T104-105 <ul style="list-style-type: none">○ Complete the online assessment.

Unit 3 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What benefits come from people working as a group	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cite relevant evidence from text <input checked="" type="checkbox"/> Make inferences to support understanding <input checked="" type="checkbox"/> Identify main idea and key details <p>Ask and answer questions to monitor comprehension Describe literal and figurative language <input checked="" type="checkbox"/> Identify and use text features</p>	<p>Vocabulary Acquisition: Acquire and use academic vocabulary artificial collaborate dedicated flexible function mimic obstacle techniques</p> <p>Vocabulary Strategy: <input checked="" type="checkbox"/> Use Latin roots to determine meaning</p> <p>Grammar: <input checked="" type="checkbox"/> Identify main and helping verbs <input checked="" type="checkbox"/> Use linking verbs correctly</p>
Text(s): Teach and Model Interactive Read Aloud: "Teamwork in Space" Shared Read: "Gulf Spill Superheroes" Practice and Apply Anchor Text(s): "Winter's Tail" & "Helping Hands" Leveled Readers A: "The Power of a Team" O: "The Power of a Team" ELL: "The Power of a Team" B: "The Power of a Team" Optional Classroom Library Trade Books <i>Eight Dolphins of Katring: A True Tale of Survival</i> <i>Kakapo Rescue: Saving the World's Strangest Parrot</i>	<p>Writing</p> <p>Writing process: Revise and edit realistic fiction</p> <p>Analytical writing: <input checked="" type="checkbox"/> Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with vowel team syllables Decode words with consonant + le syllables</p> <p>Spelling Words:</p> <p>Week 3 footprint fairground although laughter appoint coastal bleachers grownup encounter grouchy flawless lawyer entertain applause faucet caution boundary doubting southern roughness</p> <p>Week 4 stable saddle table noble cattle stumble terrible beetle kettle eagle royal cripple hospital legal label vocal journal medal several sample</p> <p>Fluency Read fluently with accuracy and rate</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "Teamwork in Space" Present information about animal rescue groups</p> <p>Research and Inquiry</p> <p>Generate and clarify questions Create a television segment about an animal rescue group</p>

Weekly Standards:

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[13 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.b Form and use the perfect verb tense. **[10 lessons]**

5.FL.SC.6.c Use verb tense to convey various times, sequences, states, and conditions. **[10 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[6 lessons]**

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[16 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[1 lesson]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[1 lesson]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[7 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. **[2 lessons]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[4 lessons]**

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. **[3 lessons]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[9 lessons]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[22 lessons]**

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. **[1 lesson]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[11 lessons]**

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[3 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.FL.VA.7a.ii, 5.RI.CS.4, 5.FL.SC.6.b, 5.FL.SC.6.c, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	<p>Students will: T118-119</p> <ul style="list-style-type: none"> ○ Discuss the essential question: What benefits come from people working as a group? ○ Review student learning goals. ○ Discuss the photograph of the artists with students, focusing on when people work together as a group they collaborate. ○ Answer the questions: <i>How does a successful team collaborate?</i> What can people dedicate themselves to as a team. ○ Discuss with a partner experiences of being part of various teams. ○ Complete the blast assignment "Two Heads Are Better Than One".
Listening Comprehension Interactive Read Aloud	<p>Students will: T120-121</p> <ul style="list-style-type: none"> ○ Discuss the features of an expository text. ○ Add characteristics to the expository text anchor chart. ○ Preview the comprehension strategy, "Ask and Answer Questions". ○ Restate the most important ideas and details from "Teamwork in Space" in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	<p>Students will: T122-125</p> <ul style="list-style-type: none"> ○ Look at the title and photo on page 34. Connect to the Essential Question by discussing why the people are working as a group. ○ Use the left column on page 34 to note questions and to list interesting words and key details. ○ Identify subheads and discuss how they might be able to use them to structure a summary. ○ Identify the problem and solution which can help form the main idea, or central idea of a section of a text.
Vocabulary Reading / Writing Companion	<p>Students will: T126-127</p> <ul style="list-style-type: none"> ○ Define that a root is the basic part of a word. ○ Begin a Latin roots anchor chart. ○ Work in pairs to use the familiar Latin roots <i>port</i>, <i>sensus</i>, and <i>habitare</i> to determine the meaning of transported on page 35 and sensitive and habitats on page 36.
Grammar Reading / Writing Companion	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Introduce main and helping verbs. ○ With a partner, take turns using one of the helping verbs and a main verb of their choice in a sentence.
Spelling Reading / Writing Companion	<p>Students will: T160</p> <ul style="list-style-type: none"> ○ Take the spelling pretest. ○ Use the spelling word list to cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with partners. Do an open sort. Record their sorts in their writer's notebook.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RI.RRTC.10, 5.RI.KID.2, 5.FL.VA.7b.i, 5.RI.CS.5, 5.FL.WC.4.b, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.SC.6.b, 5.FL.SC.6.c, 5.RL.KID.3	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T128-135 <ul style="list-style-type: none"> ○ Add additional points about the asking and answering questions strategy to the anchor chart. ○ Look for photographs and captions that may illustrate something that is described in the text or provide more information. ○ Identify characteristics of an expository text that can make reading them easier and interesting. ○ Use what they know to find three examples that show how the author of "Gulf Spill Superheroes" used a problem-and-solution structure to convey information in the text. ○ Discuss the information they learned from each feature and how the use of the problem-and-solution structure added to their understanding of the text. ○ Independent Practice Have students read the online Differentiated Genre Passage, "Building a Green Town." ○ Begin a Main Idea and Key Details anchor chart. ○ Listen as the teacher model identifying the key details in the section "Heroes on Land" on page 36 and what they have in common to determine the main idea of the section. ○ Work in pairs to complete a graphic organizer for the section "Responders on the Water" on page 35. ○ Work together to summarize the section "Responders on the Water." ○ Reread parts of "Gulf Spill Superheroes" and analyze the techniques the author used in writing the selection. When the authors write expository text, they often use descriptive language to help readers picture what happens and why. It also helps authors make their ideas clear to readers.
Respond to Reading Reading / Writing Companion	Students will: T136-137 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author help you understand that it took a team of people to help with the Deepwater Horizon accident?</i> Ask: <i>What is the prompt asking?</i> ○ Look for headings that help authors clarify if a text is organized as a problem-and-solution text structure. ○ Use the phrases in the sentence starters to form their responses. Their first paragraph should state the main idea of their response. Sentences should contain specific details from both the text and photographs and captions about the roles the various teams of responders played in the overall effort. Students may continue their responses on a separate piece of paper.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-141 <ul style="list-style-type: none"> ○ Identify research as asking clarifying questions or questions that ask for more information. ○ Create a Television Segment. ○ Develop a research plan to think about questions that they want to answer during their TV segment. Use an online AccordionFoldable® to record answers to the What, Who, Why, How, Where, and When clarifying questions they will look to answer during their research. ○ Work in groups to create a television segment about an organization that helps animals affected by changes in their environment. ○ Assign roles among themselves and discuss their plans and the questions they will try to answer in their TV segment.
Grammar Practice Book	Students will: T156 <ul style="list-style-type: none"> ○ Explain the difference between main verbs and helping verbs. ○ Discuss present and past participles ○ See Practice Book page 146.

	<ul style="list-style-type: none"> ○ Participate in the activity on verbs: Write helping verbs and action verbs on index cards and organize them into two piles. In small groups, have students choose a word from each pile and use them in a sentence.
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Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.2, 5.W.RBPK.9, 5.FL.SC.6.b, 5.FL.SC.6.c, 5.FL.VA.7a.i, 5.FL.VA.7a.ii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	<p>Students will: T141A-141O</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Use the Main Idea and Detail Graphic Organizer 141. ○ Fill in the organizer with the main idea and key details of each section. ○ Use the strategy: Ask and Answer Questions as they read. Paraphrase the answer for a partner. ○ Understand that the author's purpose is to explain the benefits resulting from a group of people working together to help an animal in need. ○ Generate questions on their own about the text and reread to find the answer. ○ Identify word choices and descriptions that reveal the authors' purpose for writing. ○ Understand the tone by explaining vocabulary such as <i>uplifting, resilience, and make the most. How did Winter make the most of situations?</i> Answer questions with a partner using details from the text to explain your answer. ○ Read the biographies of the authors. ○ Answer the questions: <i>Where do the Hatkoffs get ideas for their books? What is an animal you would like to write about? How does teamwork help the Hatkoffs write their books?</i>
Grammar Minilesson Practice Book	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Identify special helping verbs, contractions, and troublesome words. ○ See Practice Book page 147 or online activity. ○ Participate in the activity "Twenty Questions": Work as partners. Each student think of an object. Each partner will ask up to 20 questions using modal verbs to determine the object. Then reverse roles.
Expand Vocabulary Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Orally complete each sentence stem to review words. ○ See Practice Book page 156.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.2, 5.W.RBPK.9, 5.FL.SC.6.b, 5.FL.SC.6.c, 5.FL.WC.4.a	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	<p>Students will: T141A-141O</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Use the Main Idea and Detail Graphic Organizer 141. ○ Fill in the organizer with the main idea and key details of each section. ○ Use the strategy: Ask and Answer Questions ○ Paraphrase the text. ○ Generate questions on their own about the story and share with a partner.

	<ul style="list-style-type: none"> ○ Look at the photograph on page 198-199. Turn to a partner and talk about where is the dolphin? What do you notice about its tail? ○ Review that this expository text is organized in chronological order. Answer the questions: <i>What happens to Winter? What challenge will she face? How does Winter's story turn out?</i> ○ Use what they have learned about Alfonso's actions and what happens as a result of his actions, to find the theme, or author's message, in this folktale. Answer the question: <i>What is the theme?</i> ○ Review students' predictions and purposes for reading. Answer the Essential Question. ○ Read the biographies of the author and illustrator ○ Answer the questions: <i>Where do the Hatkoffs get ideas for their books? What is an animal you would like to write about? How does teamwork help the Hatkoffs write their books?</i> ○ Use the events and details from their Main Idea and Key Details Chart to summarize the most important details. ○ Reread to develop a deeper understanding of the text by answering the questions on pages 46–48 of the Reading/Writing Companion. ○ Write a response to: <i>How do the authors help you understand how many people have been inspired by Winter's story?</i>
Grammar Practice Book	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Proofread and correct sentences. ○ Find a piece of their own writing in their writer's notebook and correct errors in main and helping verb usage. ○ See Practice Book page 148. ○ Participate in the activity "What Time is it?"- Write a time on the board. Have students describe their actions using present participles as if it were the time on the board. For example: <i>it's 3:00 P.M., and I am sitting on the bus.</i>
Spelling Practice Book	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. Have students use a print or a digital dictionary to check and correct their spellings. ○ See Practice Book page 153.
Day 5	Instructional Plan
Student Learning Targets:	5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.2, 5.W.RBPK.9, 5.FL.SC.6.j, 5.W.PDW.5, 5.FL.SC.6.b, 5.FL.SC.6.c, 5.FL.WC.4.a, 5.RI.CS.6
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T141A-141O</p> <ul style="list-style-type: none"> ○ Reread the last paragraph on page 201. Answer the question: <i>What information do you learn about the dolphin from the photograph and the caption that you do not learn in the text? Why is this information important?</i> ○ Reread pages 202-203. Answer the question: <i>How do you know that the aquarium staff is concerned about Winter? How do the photographs support the text?</i> ○ Infer how the authors help you understand that Winter's relationship with the staff is changing. Cite text evidence. ○ Reread page 207. Answer the question: <i>How do the authors help you visualize what the team had to think about while creating Winter's prosthesis? How does the photograph on page 207 support this?</i> ○ Reread pages 212-213. Answer the question: How did the authors help readers understand Winter's struggle? Cite text evidence to support answers? ○ Examine the author's purpose. Discuss how the authors show how Winter will continue to have an impact on the people who have helped her? ○ Discuss how illustrations on page 200 support the text.
Writing Process: Revise Reading / Writing Companion	<p>Students will: T148-149</p> <ul style="list-style-type: none"> ○ Review revisions of the paragraph on Reading/Writing Companion page 28. ○ Review their drafts, focusing on descriptive language and mood.

Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"><input type="radio"/> Take the spelling post-test.<input type="radio"/> List misspelled words in their writer's notebook.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"><input type="radio"/> Use the Daily Language Activity and Practice Book page 145-148 for assessment.<input type="radio"/> Participate in the activity: Have You?- Partners ask and answer questions using have and past participle of one of the verbs.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[4 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.i Use underlining, quotation marks, or italics to indicate titles of works. **[10 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[6 lessons]**

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[16 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[1 lesson]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[1 lesson]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[4 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[5 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. **[2 lessons]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[3 lessons]**

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. **[3 lessons]**

5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. **[1 lesson]**

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[1 lesson]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[6 lessons]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[11 lessons]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[2 lessons]**

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[1 lesson]**

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. **[2 lessons]**

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[2 lessons]**

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[3 lessons]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[5 lessons]**

Day 6	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.2 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.RI.KID.2, 5.RI.IKI.8, 5.SL.CC.1, 5.W.PDW.5, 5.FL.SC.6., 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-T141O <ul style="list-style-type: none"> ○ Complete pages 46 - 48.
Respond to Reading Reading / Writing Companion	Students will: T142-143 <ul style="list-style-type: none"> ○ Turn to Literature Anthology page 206. Read the page. Answer the question: <i>How did Kevin Carroll hear about Winter's story? What inspire him to respond?</i> Now look at the text and photograph on page 207. Ask: <i>What obstacles did the team making Winter's prosthesis face?</i> ○ With a partner or in small groups, refer to and discuss their completed charts and writing responses from pages 46-48. Then look at sentence starters on page 49 of the Reading/Writing Companion. Use sentence starters to guide their responses.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Partners will review each other's work. ○ Review the revising checklist on Reading/Writing Companion page 29. ○ Complete revisions.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Complete the grammar exercise to introduce linking verbs. ○ Do activity "Action or Linking Verb?" Display the verbs seem, feel, appear, and look. Partner A should use one of the verbs in a sentence. Partner B should tell whether the verb is used as an action or linking verb. Partners then switch roles.
Spelling Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Study consonant + le syllables. ○ Take the spelling pre-test. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with partners. Then have partners do an open sort. Have them record their sorts in their writer's notebook.
Day 7	Instructional Plan
Student Learning Targets: 5.FL.SC.6.j, 5.W.PDW.5, 5.FL.SC.6.i, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.RL.KID.2	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Read "Helping Hands," take notes about the Essential Question: <i>What benefits come from people working as a group?</i> Orally compare and contrast how the "Flying Monkeys" created their prosthetic device with how the team in <i>Winter's Tail</i>" created a prosthetic tail for Winter. Discuss how these texts are similar and different. ○ Use the "Summarize" strategy to answer <i>How did the girls first get the idea to invent a prosthesis?</i> ○ Answer the questions: <i>What specific type of prosthesis did the girls decide to invent? Why? Discuss your answer with a partner.</i> ○ Summarize the selection in ways that maintain meaning and logical order.

Writing Process: Edit and Revise Reading / Writing Companion	Students will: T150-151 <ul style="list-style-type: none"> ○ Finish writing and revising their drafts. Edit and proofread them. ○ Read the Grammar Connections feature. ○ Work as partners to edit and proofread each other's drafts using the editing checklist as a guide. Partners should sit side-by-side so that as one partner reads the draft aloud, the other can edit and proofread. After both partners review their drafts, rate on a scale of 1 to 4 how much their editing and proofreading has improved their writing. Share with the class.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Describe what a linking verb is and give examples. ○ See Practice Book page 158. ○ Participate in an activity: Use Linking Verbs- Have students in small groups take turns making sentences with each verb and adding an adjective. Ask each group to share two or three examples with the class.
Expand Vocabulary Practice Book	Students will: T164 <ul style="list-style-type: none"> ○ Review the difference between a simile and a metaphor.

Day 8	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RI.KID.2, 5.SL.PKI.4, 5.W.PDW.6, 5.FL.SC.6.i, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.RL.KID.3	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Reread the introduction on page 214. Answer the questions: <i>How does the author start this selection? Why did the author choose to start this selection with these words?</i> ○ Answer: <i>How does the author organize the information to help you understand what the Flying Monkeys did to create BOB-1?</i> ○ Reread the first paragraph on page 216. What remark does the author make about the Flying Monkeys' invention? Explain how this remark reveals the author's opinion of the team. ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 50–52 of the Reading/Writing Companion.
Author's Craft Reading / Writing Companion	Students will: T144-145 <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 53. Identify key points of literal and figurative language. ○ Reread the last paragraph on page 217 of the Literature Anthology to identify figurative language. ○ In pairs, discuss why the author chose to use literal language instead of figurative language to describe the device,. Enter their responses on page 53 of the Reading/Writing Companion.
Writing Process: Draft Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. ○ Give an expressive reading of their realistic fiction story. ○ Evaluate their drafts, have them answer the questions on page 31 of the Reading/Writing Companion. Then complete these sentence frames in a written reflection: Could the events in your story happen in real life? Is the setting of your story a real place or, if it's made-up, does it seem like a real place? Do the characters in your story act and speak like real people? Does the story include a lot of descriptive details?

Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Punctuate titles of books and product names. ○ See Practice Book page 159 or online activity. ○ Participate in the activity: Dictate Sentences-Have partners dictate sentences to each other that include the title of a book. Partners should check to make sure the titles are written correctly. Then have partners describe the setting and characters using linking verbs.
Expand Vocabulary Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Read passages from “Building a Green Town” using Latin roots to figure out the meanings of other unfamiliar words in the text.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.RI.IKI.9, 5.W.RBPK.8, 5.SL.PKI.4, 5.W.PDW.6 , 5.FL.SC.6.i	
Fluency Practice Book	<p>Students will: T147</p> <ul style="list-style-type: none"> ○ Listen to the teacher model how to vary their reading rate or pace as they read the second page of “Gulf Spill Superheroes,” on Reading/Writing Companion page 36. ○ Students can practice fluency using the online Differentiated Genre Passage, “Building a Green Town.”
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T152-153</p> <ul style="list-style-type: none"> ○ Once their drafts are final, students can prepare for publishing and presenting their work. ○ Give a dramatic reading of their realistic fiction stories. ○ Evaluate their drafts, have them answer the questions on page 31 of the Reading/Writing Companion. Review bulleted points on the rubric under “4.”
Make Connections Reading / Writing Companion	<p>Students will: T166</p> <ul style="list-style-type: none"> ○ Students will share and discuss their responses to the “Two Heads Are Better Than One” Blast. ○ Complete the activities on Reading/Writing Companion page 54 and discuss how the poem, the blast, and the selections they have read relate to people working as a group. ○ See the connections between the print on Reading/Writing Companion page 54 and the texts. ○ Refer to their notes on the Four-Door Foldable® as they respond to the writing prompt at the bottom of the page.
Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Correct errors in sentences posted by teacher. ○ See Practice Book page 160. ○ Take turns describing an example of teamwork. Use both linking verb + adjective and linking verb + noun.
Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.W.PDW.6, 5.FL.WC.4.a	
Writing Process: Publish and Present Reading / Writing Companion	<p>Students will: T154-155</p> <ul style="list-style-type: none"> ○ Give a dramatic reading of their realistic fiction story.

Spelling Practice Book	Students will: T163 <ul style="list-style-type: none">○ See Practice Book page 162 for the posttest.
Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none">○ Discuss how they will present their television segment as if they were making a live recording in front of a camera○ Use the Presenting Checklist in Reading/Writing Companion page 55 as they practice their presentation.
Progress Monitoring	Students will: T202-203 <ul style="list-style-type: none">○ Complete the online assessment.