

Week 5 ✔ Assessed Skill		
Unit 3 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do we explain what happened in the past?</p>	<ul style="list-style-type: none"> ✔ Cite relevant evidence from the text ✔ Make inferences to support understanding ✔ Identify author's point of view <p>Summarize text Explain figurative language</p> <ul style="list-style-type: none"> ✔ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary archaeologist era fragments historian intact preserved reconstruct remnants</p> <p>Vocabulary Strategy: ✔ Use context clues to understand meaning</p> <p>Grammar: ✔ Use the past tense of irregular verbs</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Stonehenge: Puzzle from the Past"</p> <p style="padding-left: 20px;">Shared Read: "What Was the Purpose of Inca's Knotted Strings?"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "Machu Picchu: Ancient City" & "Dig This Technology"</p> <p>Leveled Readers A: "The Ancestral Puebloans" O: "The Ancestral Puebloans" ELL: "The Ancestral Puebloans" B: "The Ancestral Puebloans"</p> <p>Optional Classroom Library Trade Books <i>Eight Dolphins of Katrina: A True Tale of Survival</i> <i>Kakapo Rescue: Saving the World's Strangest Parrot</i></p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: Plan and draft a persuasive article</p> <p>Analytical writing: ✔ Write responses that demonstrate understanding</p>	<p>Engage in collaborative conversation Paraphrase portions of "Stonehenge: Puzzle from the Past" Present information about a Native American civilization</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with r-controlled vowel syllables</p> <p>Spelling Words: Perform gentler scissors founder director danger saucer labor peddler error crater pillar splendor margin professor shatter governor vapor equator fonder</p> <p>Fluency: Read fluently with accuracy and rate.</p>	<p>Include audio and visual features in presentations Create a presentation about a Native American civilization</p>

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [2 lessons]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [16 lessons]

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [2 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.b Form and use the perfect verb tense. [12 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. [14 lessons]

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. [2 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. [12 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.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.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. [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. [5 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. [30 lessons]

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

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [4 lessons]

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.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. [1 lesson]

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [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.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [3 lessons]

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.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]

Day 1	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.RL.KID.1, 5.RI.KID.2, 5.RI.IKI.8 , 5.FL.F.5.c, 5.FL.VA.7a.i, 5.FL.SC.6.b, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 <ul style="list-style-type: none"> ○ Discuss the essential question: How do we explain what happened in the past? ○ Review the student learning goals for the genre argumentative texts. ○ Discuss the photograph of the woman examining a piece of pottery. Focus on the ways that remnants, or small remaining pieces, of the past can help us learn what life was like long ago. ○ Answer the questions: <i>What is something in the past you would like to have explained? How could you find and reconstruct remnants from the past? Discuss in pairs or groups</i> ○ Discuss sharing what they have learned about explaining the past then add related ideas to the graphic organizer. ○ Complete the blast assignment “Remnants of the Past”.
Listening Comprehension Interactive Read Aloud	Students will: 216-217 <ul style="list-style-type: none"> ○ Connect to the concept: Into the Past by reading a passage about Stonehenge, and the efforts to solve why it was built. ○ Discuss features of argumentative text. ○ Add characteristics of an argumentative text to the anchor chart. ○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy, “Summarize”. ○ Briefly restate “Stonehenge: Puzzle from te Past” in their own words. Take turns with a partner to summarize key details in the point and counterpoint articles in ways that maintain meaning and logical order.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 <ul style="list-style-type: none"> ○ Think about the essential question and what they know about how people study the past, and then set a purpose for reading. ○ Focus on important details about each author’s point of view. ○ Complete the Quickwrite.
Vocabulary Reading / Writing Companion	Students will: T222-223 <ul style="list-style-type: none"> ○ Use the Visual Vocabulary Cards to learn the words for the week. ○ Use sentence clues to find meanings of difficult vocabulary.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Identify the difference between a sentence fragment and a run-on. ○ See Practice Book page 49 or online activity. ○ Practice using the activity “Left or Right”. Students will raise their right hand when they see a fragment and their left hand for a run-on.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the spelling pre-test to assess prior knowledge.

Day 2	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.RI.CS.6, 5.RI.IKI.8, 5.RI.IKI.7, 5.FL.WC.4.b, 5.SL.PKI.4, 5.SL.PKI.5, 5.W.RBPK.7, 5.FL.SC.6.b	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T224-229</p> <ul style="list-style-type: none"> ○ Use the “Summarize” strategy to monitor their comprehension of the text. ○ Listen and follow along as the teacher models how to reread “String Theory.” ○ Work in pairs to reread “Spinning a Yarn’ and “String Theory” and compare and contrast them. ○ Discuss the characteristics of argumentative texts. ○ Identify and use text evidence and the diagram on page 60 show that “String Theory,” is an argumentative text. ○ Give two reasons why the diagram on page 60 suport the author’s claim that the Incas used the quipu as a calculator. Then share and compare their findings with the class. ○ Work in pairs to summarize “String Theory” and analyze techniques the authors used in writing the two argumentative texts. ○ Tell which text they found more convincing and why. Have them share their views in a class discussion. ○ Reread parts of “What Was the Purpose of the Inca’s Knotted Strings?” and analyze the techniques the authors used in writing the two argumentative texts. ○ Review the illustrations and caption on page 61. Answer: <i>What purpose does the author think the quipu served? How did it work? How does the illustration show this? How does the illustration support the author’s point of view?</i>
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T230-231</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does each author support his or her claim about the quipu’s use? What is the prompt asking? Cite text evidence to support your answer.</i> ○ Use the phrases in the sentence starters to form their responses. Argumentative text includes a statement of the author’s point of view and supports this claim with facts, reasons, and evidence. ○ Use sentence starters on Reading/Writing Companion page 68 to summarize each author’s claim and supporting evidence. The first part of their response should state the main idea. Specific details about the authors’ claims and supporting details should follow. Students may continue their responses on a separate piece of paper.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T236-237</p> <ul style="list-style-type: none"> ○ Search online for current Native American civilizations: <ul style="list-style-type: none"> ○ Choose a civilization and research details about the ancestors of that civilization. ○ Include audio and visual features, including music, speeches, recorded sounds, videos, posters, photographs, paintings, diagrams, and graphs. ○ Search for and download appropriate public domain government or royalty-free audio and video files. ○ Write the source information for each feature, and include that information at the end of the piece of writing. ○ Work with a partner to choose a genre, such as an opinion essay, speech, or poem to present information about their chosen Native American civilization. ○ Work on the project over the next two weeks. ○ In pairs, discuss their research plan and decide what kinds of audio and visual features to include in their presentations.
<p>Grammar Practice Book</p>	<p>Students will: T250</p> <ul style="list-style-type: none"> ○ Review irregular verbs. See Practice Book page 170. ○ In partners, do activity When Did it Happen?- Display two irregular verbs. Make up a sentence in the past that shows one action happening before the other. Share sentences and repeat with new verbs.

Day 3	Instructional Plan
Student Learning Targets: 5.RI.KID.1, 5.RI.IKI.8, 5.FL.WC.4.b, 5.FL.SC.6.b, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.RI.KID.2	
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 <i>Machu Picchu: Ancient City</i>. Use copies of online Graphic Organizer 145 and take notes as they read. ○ Determine the author's point of view in "Eyes on the Skies"?. Add details that support the point of view to the graphic organizer. ○ Summarize the text.
Grammar Minilesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Correct verb usage. See Practice Book page 171 or online activity. ○ Create a T-chart: <i>Present and Past</i>. Write a sentence using a past or present verb. Post sentences on a chart. Use and identify irregular verbs.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Use sentence clues to define unknown words. ○ See Practice Book page 180.
Day 4	Instructional Plan
Student Learning Targets: 5.RI.KID.1, 5.RI.IKI.8, 5.FL.VA.7b.i, 5.W.RW.10, 5.RI.KID.2, 5.FL.WC.4.b, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.SC.6.b, 5.FL.WC.4.a, 5.W.TTP.1	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T239A-B <ul style="list-style-type: none"> ○ Reread sections of the anchor text. Determine the author's point of view. ○ Study the print and graphic features. ○ Read the paired selection "Dig This Technology" and take notes considering the essential question. Compare and contrast how this text and "Machu Picchu: Ancient City" are similar and different. ○ Turn to Reading/Writing Companion page 75 and read key points about figurative language. ○ With a partner, work together to identify and analyze the expression <i>dig into the past</i> in the last sentence on page 223 of the Literature Anthology. ○ Clarify the nonliteral meaning of the expression and the context in which it's used. ○ Enter their responses on Reading/Writing Companion page 75.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-247 <ul style="list-style-type: none"> ○ Write their own persuasive article. ○ List features of a persuasive articles on an anchor chart. ○ Reread "A Reasonable Retreat" on Literature Anthology page 219. Identify two explanations of the author's purpose of Machu Picchu. Ask: Which does the author believe is true? Why? Write answers on page 78 of the Reading/Writing Companion. ○ Draw on prior knowledge as they brainstorm a list of ancient sites that have left people with unanswered questions ○ Make a plan to choose an interesting unanswered question, research two possible explanations, and write a persuasive article which supports an opinion about which is more likely true. Use online Graphic Organizer 140 to create an idea web for the

	<p>explanation they will explore in their writing. Choose the most interesting explanation and write it in the center of their web as the argument. They will need to do some research. Preview rubric on page 85.</p> <ul style="list-style-type: none"> ○ Write a persuasive article that states and support an opinion and also refutes a second explanation.. ○ Research evidence using several credible sources. ○ Create a second idea web for the explanation or argument they want to refute. ○ Use paraphrasing and direct quotations as they take notes on index cards, in a writer's notebook or a note-taking app. ○ Cite sources by recording the title, author, and publication information.
Grammar Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Proofread and correct errors. See Practice Book page 172. ○ Use three irregular verbs to tell each other about an ancient culture. Share with the class and listen for the irregular verbs.
Spelling Practice Book	<p>Students will: T253</p> <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 their spellings. See Practice Book page 177. ○ Participate in a Blind Sort. One student reads a Spelling Word Card; the other tells under which r-controlled vowel syllable it belongs. Write a reflection of how they sorted the words in their writer's notebook.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RI.CS.5, 5.FL.WC.4.a, 5.W.TTP.1	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will:</p> <ul style="list-style-type: none"> ○ Reread the diagram on pages 223. ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 73-74 of the Reading/Writing Companion.
Fluency Reading / Writing Companion	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ Listen and follow along as the teacher models fluent reading of the excerpt on page 60. ○ In partners, read aloud paragraph 3 of "What Was the Purpose of the Inca's Knotted Strings?" on Reading/Writing Companion page 61.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T248-249</p> <ul style="list-style-type: none"> ○ Write a draft of a persuasive article in which they focus on an unanswered question about an ancient site. Present two different points of view providing evidence to support one and evidence to refute the other. Consult the webs created during the Plan phase of the draft. Summarize with a partner the arguments in their drafts and evaluate how convincing their partner's argument is.
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Take the spelling post-test.
Progress Monitoring	<p>Students will:</p> <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 6		
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Unit 3 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: "Animal Survivors" Reader's Theater: "A Thousand Miles to Freedom"	Writing	Speaking and Listening
	Writing process: <ul style="list-style-type: none"> • Complete a persuasive article • Share writing and choose a portfolio piece Analytical writing: <ul style="list-style-type: none"> • Write an opinion • Write a summary 	<ul style="list-style-type: none"> • Paraphrase information presented digitally • Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: <ul style="list-style-type: none"> • Read grade-level text fluently with appropriate prosody, accuracy, rate 	<ul style="list-style-type: none"> • Conduct and present research • Paraphrase information • 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.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. **[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. **[3 lessons]**

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[2 lessons]**

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.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. **[2 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. **[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.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. **[3 lessons]**

5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **[1 lesson]**

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.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.TTP.1.c Create an organizational structure in which ideas are logically grouped to support the writer's purpose. **[1 lesson]**

5.W.TTP.1.f 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.RL.KID.1, 5.RI.KID.2 , 5.RI.CS.5, 5.FL.SC.6.j, 5.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-299 <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 141. With a partner, paraphrase the main ideas using evidence to support their answer. Understand domain-specific terms, such as <i>endangered</i>, <i>habitat</i>, and <i>conservation</i>. ○ Write a summary of the article, "Animal Survivors." stating the problems and the actions people took to solve it. ○ Share what they have learned about how they can help endangered animals. ○ Write about this question: <i>How do humans endanger animals?</i> ○ OR ○ Discuss the features of the play <i>A Thousand Miles to Freedom</i>. Review the features of a play.
Show What You Learned Reading / Writing Companion	Students will: T302-303 <ul style="list-style-type: none"> ○ Analyze how the expository texts often use text features such as insets and diagrams to guide the reader through the selection. ○ Analyze the author's use of print features to achieve specific purposes in test passages. ○ Understand that each answer they choose must be supported by text evidence.
Writing Process: Revise Reading / Writing Companion	Students will: T310-311 <ul style="list-style-type: none"> ○ Listen as the teacher reads aloud the first paragraph on page 220 in the Literature Anthology and Ask: Why is the use of the precise word argue in the last sentence a more effective choice than think? ○ Respond to the questions and use their answers to revise their drafts. Read the Quick Tip. Ask: <i>Why is it important to "say precisely what you mean" in a persuasive article?</i> ○ Revise drafts by deleting slang, replacing vague words with precise language and adding academic language. Share original and revised versions of their writing.
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.RL.KID.1, 5.RL.KID.2 , 5.RL.RRTC.10	
Reading Digitally OR Reader's Theater	Students will: T298-299 <ul style="list-style-type: none"> ○ Scroll through "Animal Survivors", paying attention to interactive features such as hyperlinks, pop-up windows, and slideshows. ○ Reread and answer questions to focus on how humans are helping endangered animals. ○ Discuss the types of experiences that can lead to discoveries such as cultural exchanges, teamwork, and looking into the past. Compare the discoveries they have read about in this unit. ○ Write about this question: <i>How do humans endanger animals?</i> Make an outline of their main idea and facts to support it. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What can I do to help endangered animals?</i> Then have students choose a question to research. Help them narrow it. ▪ Conduct Internet Research Review how to find relevant information by scanning a source and trying to answer a question: Ignore irrelevant information and paraphrase information they find.

	<ul style="list-style-type: none"> ▪ Present Have groups share what they learned about how they can help endangered animals. ○ OR ○ Listen and follow along as the teacher models how to read the play. ○ Practice their parts in the play. In pairs, echo read or chorally read their parts. ○ Think about why the author might have chosen to make the text a choral play. ○ Reread the play and discuss the following: <i>Why do the Crafts decide to run away? What is their plan? Name each stop on the route from Macon to Philadelphia. Describe one unforeseen obstacle the Crafts face. How do they overcome it? Name one character who helps William and Ellen. What does he or she do to help? What do we learn about the Crafts from the narrator's lines at the end of the play?</i>
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T304-305</p> <ul style="list-style-type: none"> ○ Read "The Promise of a Paper Lantern" and answer text dependent questions.
<p>Writing Process: Peer Review Reading / Writing Companion</p>	<p>Students will: T312-313</p> <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 83. ○ Use the revising checklist on Reading/Writing Companion page 83. Implement suggestions. Look at the rubric on page 85 to help them with revision. Share how their partner's feedback helped improve their articles

Day 3	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.RL.IK1.7, 5.FL.SC.6.j, 5.W.TTP.1.f , 5.W.PDW.5	
Extend Your Learning	Students will: T306-307 <ul style="list-style-type: none"> ○ Identify and define hyperbole as a tool authors use to emphasize a point. ○ Analyze examples on Reading/Writing Companion page 92. . ○ Write a composition about cultures, including a central idea and details. ○ In pairs, use what they have learned about the purpose of insets to think of an appropriate insets to add to the map of Texas on page 93 of their Reading/Writing Companion.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-315 <ul style="list-style-type: none"> ○ Use the editing checklist on Reading/Writing Companion page 84. ○ Correct the sentence posted by using their newly gained knowledge of quotation marks. ○ With a partner, use the editing checklist to edit and proofread each other's drafts. Make corrections as needed.
Day 4	Instructional Plan
Student Learning Targets: 5.RI.IK1.7, 5.W.RBPK.7, 5.SL.PK1.4 , 5.W.PDW.6, 5.FL.F.5.a, 5.FL.F.5.b	
Extend Your Learning	Students will: T308-309 <ul style="list-style-type: none"> ○ Learn about a sidebar and why an author might include it in an article. ○ Discuss and think of possible side bars for "Helping Hands" and "Dig the Technology" ○ Read and complete the activity on Reading/Writing Companion page 94. ○ Complete the diagram by labeling the dolphin body parts. Share with a partner and discuss the similarities and differences they found. ○ Write sidebars in the box on Reading/Writing Companion page 94. ○ Complete the questions on page 95.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none"> ○ For the final presentation of their persuasive articles, students with the same topic will participate in a panel discussion. Students with opposing positions will take part in an informal debate. Students should use their essays as the basis for a short debate in which each partner gets one minute to argue his or her point of view and then one minute to rebut. Listeners will fill out ballots to determine the winner of each matchup. Consult the presenting checklist on page 85 of the Reading/Writing Companion beforehand. ○ Use the rubric 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 and what they might do differently the next time they write a persuasive article. ○ Answer the questions on page 85

Day 5	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.W.PDW.6, 5.RI.IKI.9, 5.SL.CC.1, 5.SL.PKI.5, 5.SL.PKI.6, 5.W.TTP.1.c	
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 96 ○ 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. Write their connections on the lines.
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 4**Genre Study 1: Biography Narrative Nonfiction**

Essential Question: What can people do to bring about a positive change?

Text Sets:

Read Aloud: "Fighting for Change"

Shared Read: "Frederick Douglass: Freedom's Voice"

Anchor Text: *Rosa* & "Our Voices, Our Votes"

Genre Study 2: Drama

Essential Question: What can you discover when you give things a second look?

Text Sets:

Read Aloud: "The Mystery Riddle"

Shared Read: "Where's Brownie?"

Anchor Text: *A Window into History: The Mystery of the Cellar Window* & "A Boy, a Horse, and a Fiddle"

Culminating Task: Choose one historical figure and write a biography about that person. You will research the person you chose by using books, websites, or documentaries. Make sure you place the sequence of events in order and finish with a strong conclusion.

Genre Study 3: Poetry

Essential Question: How do you express something that is important to you?

Text Sets:

Read Aloud:

Shared Read: "How Do I Hold the Summer?" & "Catching a Fly" & "When I Dance"

Anchor Text: "Words Free as Confetti" & "Dreams" & "A Story of How a Wall Stands"

Culminating Task: Write a free verse poem about something that makes you happy. It could be something you enjoy doing, people you like, or places you like to go. Make sure you create an image in the reader's mind. The language you use will help you do this. You should also consider the visual arrangement. You also want to include figurative language to make the poem more creative.

Unit 4 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What can people do to bring about a positive change?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Explain author's point of view  Summarize text in ways that maintain meaning and logical order  Analyze the author's use of text structure  Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary Anticipation defy entitled neutral outspoken Reserved sought unequal</p> <p>Vocabulary Strategy:  Identify the meaning of words with prefixes and suffixes</p> <p>Grammar:  Identify pronouns and antecedents  Use different kinds of pronouns</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Fighting For Change"</p> <p style="padding-left: 20px;">Shared Read: "Frederick Douglass: Freedom's Voice"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text: Rosa</p> <p>Leveled Readers A: Jane Addams O: Jane Addams ELL: Jane Addams B: Jane Addams</p> <p>Optional Classroom Library Trade Books Robert Clemente: Pride of the Pittsburgh Pirates, Clara Barton: Angel of the Battlefield</p>	<p>Writing</p> <p>Writing process:  Plan and draft a biography</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study:  Decode words with short vowels  Decode words with long vowels</p> <p>Spelling Words: Week 1 slogan woolen listen heron frighten lengthen captain mountain sandal signal global bushel marvel barrel practical pretzel fable chuckle angle nozzle Week 2 unusual underwater regain. repaired unaware unfriendly unfinished unimportant refreeze replenish reunite rediscover rewrap disconnect discourage dishonest nonspecific misguide overwhelm submerge Fluency: Read fluently with expression, accuracy, and rate</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none">  Engage in collaborative conversation  Paraphrase portions of "Fight for Change"  Present information about a civil rights figure <p>Research and Inquiry</p> <ul style="list-style-type: none">  Create a bibliography  Design a plaque about a Civil Rights figure

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. **[5 lessons]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[6 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. **[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.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. **[4 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. **[5 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.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[18 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. **[3 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]**

Day 1	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.FL.VA.7c, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Discuss the essential question: What can people do to bring about a positive change? ○ Discuss photograph of protestors. ○ Answer the question: How might being outspoken help you make a positive change? What are some peaceful ways people can defy laws they want to change? ○ Make discussion roles. (questioner, recorder, discussion monitor) ○ Complete the blast assignment "Liberty and Justice for All."
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Discuss features of a biography. ○ Create an anchor chart that includes features of a biography. ○ Listen to read aloud. ○ Restate in their own words the most important ideas and details from "Fighting for Change."
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 <ul style="list-style-type: none"> ○ Preview the titles, headings, and photos to set a purpose for reading. ○ Write a question on the left column of pg. 100. ○ Explain the author's point of view toward slavery. ○ Summarize Douglass's life in Massachusetts. ○ Make a prediction about other ways Douglass's life might change. ○ Answer the question: <i>What abilities enabled Douglas to escape to a new home and thrive there?</i> ○ Discuss with a partner sequence words and phrases and record them in notebook.
Vocabulary Reading / Writing Companion	Students will: T28-29 <ul style="list-style-type: none"> ○ Identify key words in the text. ○ Discuss with a partner prefixes and suffixes to define <i>Liberator</i> and <i>Unexpected</i>. ○ Look for context clues in the text and reread. ○ Share with class.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Discuss with a partner or small group a noun, an antecedent pronoun for it, and then use both the noun and the pronoun in a sentence.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Take the pretest spelling test.

Day 2	Instructional Plan
<p>Student Learning Target: 5.RI.KID.2, 5.RI.IKI.7, 5.RI.RRTC.10, 5.RI.IKI.8, 5.RL.KID.1, 5.FL.WC.4.b, 5.RL.KID.1, 5.RI.KID.2, 5.W.RBPK.8, 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii, 5.RI.IKI.8</p>	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T30-37</p> <ul style="list-style-type: none"> ○ Begin a “Summarize” anchor chart. ○ Work in pairs to reread the rest of the text: “Frederick Douglass: Freedom’s Voice” while considering important events in his life, the problems he faced, the actions that he took as a result, and his achievements. ○ Add features to the biography anchor chart. ○ Discuss with partner and list three examples that show “Frederick Douglas: Freedom’s Voice” is a biography. ○ Discuss with partner ways to learn more information about Frederick Douglas. ○ Read the online, “A Warrior for Women’s Rights.” ○ Add to anchor chart on author’s point of view. ○ Complete graphic organizer with a partner. ○ With a partner, summarize and explain the details and other evidence the author uses to support his or her point that Frederick Douglas was a great civil rights leader. ○ Share summary. ○ Reread the last paragraph on page 101. ○ Answer the question: <i>What does the word devoured indicate about how Douglas felt about what he read in Garrison’s newspaper?</i> ○ Reread the second paragraph on page 102. ○ Answer the question: <i>What words and phrases does the author use to describe the audience’s reaction to Douglass’s speech?</i> ○ Reread page 103. ○ Answer the question: <i>Name four of Douglass’s professional successes that the author describes on this page.</i>
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T38-39</p> <ul style="list-style-type: none"> ○ Read the prompt: How does the author show how the abolitionists were involved in Douglass’s life? ○ Answer the question: <i>How did Frederick Douglass first find out about the abolitionists? What affect did this have on him? What words in the text helps you know that Douglass’s speeches were a result of his exposure to the newspaper’s articles?</i> ○ Find other examples that describe events and the effects they had on Douglass’s life. ○ Answer the question: <i>How does examining the order in which the author lists events help you recognize the effect these events have on Douglass’s life?</i>
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T42-43</p> <ul style="list-style-type: none"> ○ Partners will choose a leader. ○ Partners will look up a list of Civil Rights leaders on the Internet and create an entry for a book, a magazine article, and an online article using the correct bibliography format. ○ Partners will use an online Shutter Foldable to record their information. ○ Partners will design a plaque commemorating a Civil Rights figure including a brief history about the leader and a quote from the person or about the person, and include art.
<p>Grammar Practice Book</p>	<p>Students will: T58</p> <ul style="list-style-type: none"> ○ In a small group, choose a noun, name an antecedent pronoun for it, and then use both the noun and pronoun in a sentence.

Day 3	Instructional Plan
Student Learning Target: 5.RI.KID.1, 5.RI.IKI.8, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T43A-Q</p> <ul style="list-style-type: none"> ○ Read about Rosa Parks. ○ Predict how this text will help them answer the Essential Question. ○ Take notes as they read on the graphic organizer. ○ Note unfamiliar words and ask questions. ○ Add the Build Vocabulary words to their writer's notebook. ○ Add the author's point of view to their organizer. ○ Turn to a partner and discuss the illustration. ○ Add details to the organizer. ○ Summarize: Discuss why Mrs. Parks' actions led the bus driver to call the police. ○ Discuss tone. ○ Make inferences: Why do you think the bus driver wanted Rosa to give up her seat? What does Rosa's reaction tell you about her? ○ Summarize what she was tired of in one or two sentences? ○ Generate a question of your own about the text to share. ○ Make inferences: What do you think Jo Ann Robinson was planning to do after she heard about the arrest? What evidence from the text supports your inference? ○ Answer the question, "What details tell about the risk the women took to help Rosa? " ○ Summarize How did the community respond to Mrs. Parks's arrest? summaries should maintain the meaning and the logical order of the text. ○ Turn to a partner and summarize what people in Montgomery did to support Rosa Parks. ○ Infer: What does the author's description of the walk in this paragraph tell you about the people of Montgomery? ○ Generate a question of your own about the text and share it with a partner. ○ Answer the question, "How does the author feel about the citizens' actions?" ○ Answer the question, "What details about segregation and the laws that ended it does the author include?" ○ Using text evidence, answer the essential question. ○ Read the biographies of the author and illustrator.
<p>Grammar Minilessson Practice Book</p>	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ With a partner, take turns describing pictures that show one or more persons. One partner should tell who is in the picture and then use the correct pronoun in a sentence about the person(s). ○
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Orally complete sentence stems to review words.

Day 4	Instructional Plan
Student Learning Target: 5.RI.KID.1, 5.RI.IKI.8, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
<p>Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text</p>	<p>Students will: T43A-R</p> <ul style="list-style-type: none"> ○ Read about Rosa Parks. ○ Predict how this text will help them answer the Essential Question. ○ Take notes as they read on the graphic organizer. ○ Add to Author's point of view graphic organizer. ○ Turn to a partner and discuss the illustration. ○ Summarize: Why would Mrs. Parks' actions lead the bus driver to call the police? ○ Answer the questions: Why do you think the bus driver bellowed at Rosa and surprised her? ○ Why do you think the bus driver wanted Rosa to give up her seat? ○ What does Rosa's reaction tell you about her? ○ turn to a partner and paraphrase the things Rosa is tired of. Then have them provide a brief summary. ○ Generate a question of your own about the text to share. ○ Infer: What do you think Jo Ann Robinson was planning to do after she heard about the arrest? What evidence from the text supports your inference? ○ Summarize: How did the community respond to Mrs. Parks' arrest? ○ Answer the question, "What details does the author include about the state of equality after the Supreme Court decision?" ○ Reread page 272. Turn to your partner and summarize what people in Montgomery did to support Rosa Parks. ○ Infer: What does the author's description of the walk in this paragraph tell you about the people of Montgomery? ○ Generate a question of your own about the text and share it with a partner. ○ Answer the question, "How does the author feel about the citizens' actions?" ○ Answer the question, "What details about segregation and the laws that ended it does the author include?" ○ Use text evidence to answer the Essential Question. ○ Read the biographies of the author and illustrator. Answer the questions, "Why do you think Nikki Giovanni chose to write about Rosa Parks? How did Bryan Collier's visit to Montgomery inspire his illustrations? Have you ever been inspired by an historic place you visited?"
<p>Grammar Practice Book</p>	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Find a piece of their own writing in their writer's notebook and correct agreement between pronouns and antecedents. ○ Play Twenty Questions with a partner.
<p>Spelling Practice Book</p>	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. ○ Use dictionary to correct spelling. ○ With a partner, do a blind sort. ○ Use one set of words to play Concentration.

Day 5	Instructional Plan
Student Learning Target: 5.RI.KID.1, 5.RI.IKI.8, 5.FL.WC.4.b, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-Q <ul style="list-style-type: none"> ○ Answer these questions, “How does the author describe Rosa’s sewing abilities? What language does the author use to paint a picture of Rosa? What is the mood on this page? How does the author effectively create this mood? What figurative language does the author use to set up this scene? What figurative language does the author use to close the scene? How does this help you understand what Rosa thinks and feels? ○ Reread the quote from Dr. King on page 272. How does the author’s use of similes help you understand this quote? Cite text evidence. ○ Find a metaphor on page 271. Why does the author include this metaphor? ○ Compare and discuss how the characters feel in the illustrations on pages 269 and 274–275
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 <ul style="list-style-type: none"> ○ Prepare to write a biography. ○ use descriptive details to visualize the scene. ○ Answer the questions, “How does the author help you understand the conflict Parks faced on the bus? How do you know that something significant was about to happen?”
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Post-test spelling words.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Complete page 185 for assessment.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[2 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. **[1 lesson]**

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. **[2 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[3 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. **[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.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[2 lessons]**

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.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. **[6 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.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[7 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.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.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[2 lessons]**

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.TTP.2.b Group related information logically. **[1 lesson]**

5.W.TTP.2.e Provide a conclusion related to the information or explanation presented. **[1 lesson]**

5.W.TTP.2.f Link ideas within and across categories of information using words, phrases, and clauses. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 5.RI.KID.1, 5.RI.IKI.8 , 5.FL.WC.4.b, 5.FL.VA.7b.i, 5.RI.KID.2, 5.FL.WC.4.b, 5.W.RBPK.7, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T43A-Q</p> <ul style="list-style-type: none"> ○ Answer the questions, “How does the author describe Rosa’s sewing abilities? What does this simile suggest?” ○ Answer these questions, “What language does the author use to paint a picture of Rosa? What does this say about Rosa?” ○ Answer these questions, “What is the mood on this page? How does the author effectively create this mood?” ○ Answer these questions, “What figurative language does the author use to set up this scene? What figurative language does the author use to close the scene? How does this help you understand what Rosa thinks and feels?” ○ Reread the quote from Dr. King on page 272. How does the author’s use of similes help you understand this quote? Cite text evidence. ○ Find a metaphor. Why does the author include this metaphor? ○ Compare how the characters feel in the illustrations on pages 269 and 274–275.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T44-45</p> <ul style="list-style-type: none"> ○ Review pages 112-114 and with a partner, discuss their completed charts and writing responses. ○ Use sentence starters of the Reading/Writing Companion to guide their responses to the prompt: <i>How does Nikki Giovanni use figurative language to help you understand the theme, or message, of this selection?</i>
<p>Writing Process: Plan Reading / Writing Companion</p>	<p>Students will: T52-53</p> <ul style="list-style-type: none"> ○ In partners or small groups, work together to create an idea web, mapping people from the past who have improved civil rights. ○ Select a historical figure from the web and prepare to write a biography about him or her. Students will record their subject on page 123 of the Reading/Writing Companion. ○ Complete the sentence frame on page 123. ○ Preview the rubric on page 129 to help them understand what is expected of their writing for this assignment.
<p>Grammar Practice Book</p>	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ Complete page 193 in Practice Book or online activity. ○ In small groups, describe people, places, and things they know using the relative pronouns <i>that</i>, <i>which</i>, and <i>who</i>.
<p>Spelling Practice Book</p>	<p>Students will: T64</p> <ul style="list-style-type: none"> ○ Pre-test spelling words. ○ 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 a partner. 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.WC.4.b, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii, 5.RI.IK1.9	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-Q <ul style="list-style-type: none"> ○ Think about the Essential Question: <i>What can people do to bring about a positive change?</i> ○ Think about how this text compares with what they learned about positive changes in <i>Rosa</i>. Students will discuss how the texts are similar or different. ○ Paraphrase what Abigail Adams wrote about representation. ○ Infer: How do you know that the fight to gain voting rights was important to women? ○ Turn to a partner and share a time when they joined forces to accomplish a goal or participated in an activity to raise awareness.
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Brainstorm questions that will guide their research. ○ Consult credible sources of information and use a range of at least three print and digital sources. ○ List two important details they might include in their biography on Reading/Writing Companion page 124. ○ Take notes by writing down facts, quotations, anecdotes, and other information. Then they will evaluate the completeness of their research by asking the questions listed on Reading/Writing Companion page 124.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Describe different kinds of pronouns, including subject, object, relative, reflexive, and indefinite pronouns. They will then explain the difference between subject and object pronouns on Practice Book page 194 ○ List subject pronouns, and ask partners to take turns choosing one and using it in a sentence. Students will make a second sentence that names the antecedent.
Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Write each hyperbole in their writer's notebook, and then add another one of their own. See Practice Book page 203.

Day 8	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.RI.CS.5 , 5.FL.PWR.3.a, 5.FL.F.5.c, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.b, 5.W.TTP.2.e, 5.W.TTP.2.f, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-D <ul style="list-style-type: none"> ○ Reread page 280 and answer the questions, "Why is the Declaration of Independence mentioned? And "What does this tell you about people who fought for suffrage?" ○ Answer the question, "Why is "Our Voices, Our Votes" a good title for this selection?" ○ Look at timeline on page 283 and answer the questions, "Why is this text feature included?" and "What is the significance of this information?" ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 116–118 of the Reading/Writing Companion.

Word Study Practice Book	Students will: T48-49 <ul style="list-style-type: none"> ○ Underline the prefix in each word. Then they will chorally read and attempt to determine the meaning of each word. ○ When given word pairs, read the shorter word.
Author's Craft Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Reread paragraph 4 on page 117 of the Reading/Writing Companion. ○ Look for signal words to indicate text structure. ○ With a partner, identify sequence words in the remaining paragraphs on page 117 and discuss how the use of a time order structure contributes to the author's purpose. ○ Enter their responses on Reading/Writing Companion page 119.
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Read the paragraph from "A Warrior for Women's Rights" on page 125 of the Reading/Writing Companion, and identify the transitions in the paragraph. ○ Recognize that the transitions indicate a sequence. ○ Write a biography about a person who contributed to civil rights.
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Complete Practice Book page 195 or online activity. ○ With a partner, list object pronouns, and then the partner uses it in the sentence to replace the pronoun.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Complete Practice Book page 204. ○ With a partner, confirm meaning in a print or online dictionary.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.c, 5.RI.IK1.8 , 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RI.CS.5, 5.W.TTP.2.b, 5.W.TTP.2.e, 5.W.TTP.2.f, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Fluency Practice Book	Students will: T49 <ul style="list-style-type: none"> ○ With a partner, alternate reading paragraphs in the passage, modeling the rate teacher used. ○ Practice fluency using the online Differentiated Genre Passage, "A Warrior for Women's Rights."
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Reread the paragraph from "A Warrior for Women's Rights" on page 125 of the Reading/Writing Companion. ○ Recognize that the transitions indicate a sequence. ○ Write a biography about a person who contributed to civil rights.

<p>Make Connections Reading / Writing Companion</p>	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ In small groups, complete the activities in Reading/Writing Companion page 120. Groups will use the chart to take notes. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page. When students have finished writing, groups will share and discuss their responses.
<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Find a piece of their own writing in their writer's notebook and correct pronoun and antecedent errors. See Practice Book page 196 ○ In pairs, pantomime a short scene such as two people shaking hands or building something. Other students will use subject and object pronouns to describe what the actors are doing.
<p>Day 10</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.SL.CC.1, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RI.CS.5, 5.W.TTP.2.b, 5.W.TTP.2.e, 5.W.TTP.2.f, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.iii</p>	
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Reread the paragraph from "A Warrior for Women's Rights" on page 125 of the Reading/Writing Companion. ○ Recognize that the transitions indicate a sequence. ○ Write a biography about a person who contributed to civil rights.
<p>Spelling Practice Book</p>	<p>Students will: T65</p> <ul style="list-style-type: none"> ○ Complete post-test
<p>Research and Inquiry Reading / Writing Companion</p>	<p>Students will: T69</p> <ul style="list-style-type: none"> ○ Present their designs for a plaque. ○ Using the checklist in the Reading/Writing Companion on page 121, and with a partner, rehearse the presentation of their design. ○ Write down any questions that they have during the presentations. ○ Ask and answer questions about the presentations. Students can use the sentence starters on page 121 of the Reading/Writing Companion to focus the discussion.
<p>Progress Monitoring</p>	<p>Students will: T104-105</p> <ul style="list-style-type: none"> ○ Complete progress monitoring.

Weeks 3-4  Assessed Skill		
Unit 4 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What can you discover when you give things a second look?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Identify point of view  Visualize to deepen understanding  Explain the use of figurative language  Identify structural elements 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary astounded concealed inquisitive interpret perplexed precise reconsider suspicious</p> <p>Vocabulary Strategy:  Explain the use and meaning of adages and proverbs</p> <p>Grammar:</p> <ul style="list-style-type: none">  Use pronoun-verb agreement  Use possessive pronouns
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: The Mystery Riddle</p> <p style="padding-left: 20px;">Shared Read: "Where's Brownie?"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): <i>A Window into History: The Mystery of the Cellar Window</i></p> <p>Leveled Readers A: The Mysterious Teacher O: The Unusually Clever Dog ELL: The Unusually Clever Dog B: The Surprise Party</p> <p>Optional Classroom Library Trade Books Sherlock Holmes and the Redheaded League The House of Dies Drear</p>	<p>Writing</p> <p>Writing process:</p> <ul style="list-style-type: none">  Writing Process  Revise and edit a biography <p>Analytical writing:</p> <ul style="list-style-type: none">  Write responses that demonstrate understanding 	<p>Speaking and Listening</p> <ul style="list-style-type: none">  Engage in collaborative discussions  Paraphrase portions of "The Mystery Riddle"  Present information about the Underground Railroad
	<p>Foundational Skills</p> <p>Phonics/Word Study:</p> <ul style="list-style-type: none">  Decode homographs  Decode words with /chər/ and /zhər/ <p>Spelling Words:</p> <p>Week 3 contest content protest combat permits rebel present insert desert subject minute compact conduct contract refuse conflict research excuse entrance extract</p> <p>Week 4 rancher searcher pressure future butcher measure pleasure mixture treasure feature pasture creature lecture gesture nature fracture moisture stretcher legislature azure</p> <p>Fluency:</p> <ul style="list-style-type: none">  Read fluently with phrasing, accuracy, and expression 	<p>Research and Inquiry</p> <ul style="list-style-type: none">  Generate and clarify questions  Write a formal letter requesting information

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. [6 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.i Use context as a clue to the meaning of a word or phrase. [2 lessons]

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [8 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. [8 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.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. [22 lessons]

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. [17 lessons]

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. [1 lesson]

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.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.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. [3 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.2.e Provide a conclusion related to the information or explanation presented. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.RL.CS.5 , 5.FL.VA.7a.i, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-199 <ul style="list-style-type: none"> ○ Read the Essential Question on page 130 of the Reading/Writing Companion. ○ Look at the photo and reconsider what they thought the first time they saw it. Answer the questions, "What did you discover when you looked at it again? How do you interpret the building on the right? Have pairs or groups discuss."
Listening Comprehension Interactive Read Aloud	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss the elements of the Interactive Read Aloud and understand that it is both a mystery and a play. ○ Think about other texts they have read in class or independently that were mysteries or plays.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 <ul style="list-style-type: none"> ○ Think about the Essential Question and how mysteries are often solved by taking a second look at things. Then they will read the title and cast list to determine a purpose for reading and note it in the left column on page 132. They will also list any interesting words they learn and key details from the text. ○ Discuss where they think Brownie might have gone. ○ Answer the questions, "What does the narrator tell readers in her first three lines of dialogue? What does the narrator say about her sister? What does this indicate about the mystery the characters will need to solve? Do we know yet which twin is the narrator? (no) In what way is this effective?" ○ In partners, read the narrator's dialogue on the lines that follow. ○ In partners, talk about what they think <i>better late than never</i> means. ○ In partners, summarize the selection orally using their notes. ○ Write a summary in their writer's notebooks.
Vocabulary Reading / Writing Companion	Students will: T126-127 <ul style="list-style-type: none"> ○ In pairs, define <i>out of sight</i>, <i>out of mind</i> and <i>absence makes the heart grow fonder</i> on page 135, using context clues and other text evidence to explain the meanings of proverbs and adages.
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Complete See Practice Book page 205 or online activity. ○ In small groups, brainstorm sentences for the indefinite pronouns <i>all</i>, <i>any</i>, <i>more</i>, <i>most</i>, <i>none</i>, and <i>some</i>.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Complete Practice Book page 210 for a pretest. ○ Share the sentences they created.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.CS.5, 5.RL.CS.6, 5.RL.KID.3 , 5.FL.WC.4.b, 5.RL.KID.2, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.W.RW.10, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T128-135</p> <ul style="list-style-type: none"> ○ Work in pairs to explain why it is important that Nicky is playing near the fountain in Scene Two on pages 134–135. ○ Reread the second scene and visualize the events. ○ Partners will discuss other parts of “Where’s Brownie?” that they might want to visualize. ○ Partners will describe how the events in Scene One of “Where’s Brownie?” lead to the events in Scene Two and tell what they learn from the stage directions. ○ Students will share their work with the class. ○ Read the online Differentiated Genre Passage “A Penny Saved.”
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T136-137</p> <ul style="list-style-type: none"> ○ Reread the dialogue on page 133 of the Reading/Writing Companion. ○ On Reading/Writing Companion page 142, in pairs, students will retell the events of the drama in order. ○ Answer the question, “How does “showing” rather than “telling” help an author share clues that helps solve the mystery?”
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T140-141</p> <ul style="list-style-type: none"> ○ Find the name and address of a museum curator on the Internet. ○ Write a sample formal letter. ○ Work with a partner to write a formal letter to a museum or institution requesting specific information about the Underground Railroad. ○ In pairs, discuss their plan and start generating questions.
<p>Grammar Practice Book</p>	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ Describe how to make subject pronouns and verbs agree. ○ With a partner, use contractions such as <i>I’m</i>, <i>she’s</i>, <i>we’ve</i>, and <i>they’re</i> to describe themselves or people they know.

Day 3	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.CS.6, 5.W.RBPK.9, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-K <ul style="list-style-type: none"> ○ Predict how the text will help them answer the Essential Question. ○ Read the text ○ Turn to a partner and paraphrase what they read ○ Use text evidence to answer the Essential Question ○ Reread the stage directions and dialogue in Act 2, Scene 3 on page 292. ○ Read the biographies of the author and the illustrator ○ Discuss sleuths they have read about in stories or seen on television or in movies. ○ Answer this question, “<i>What other traits do sleuths have that help them solve crimes?</i>”
Grammar Minilesson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Complete Practice Book page 207 or online activity. ○ Name a state and tell about any friends or relatives who live there using pronouns as they speak. ○ Repeat with other state abbreviations.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Orally complete each sentence stem to review words. ○ Complete Practice Book page 216.
Day 4	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.CS.6 , 5.W.RBPK.9, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-K <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Record details that support points of view as they read. ○ Note unfamiliar words and questions they have. ○ Add the Build Vocabulary words to their writer’s notebook. ○ Describe the setting of Act 1, Scene 1. ○ Answer the questions, “What are the characters doing as the play opens? How do you know?” ○ Answer the questions, “What is Patricia’s point of view about the plans for the house on East Chester Road? Find details in the text to help you explain her point of view. ○ With a partner, use context clues to explain the meaning of the adage “It’s too bad these old walls can’t talk.” ○ Answer the question, “How do Celia’s actions reflect her feelings?” ○ In partners, discuss the following question: Would you be willing to give up something very special if you were fairly compensated? ○ Answer the question, “How does Grandma J. feel about the city council’s decision?” ○ Reread to find earlier clues that show Grandma J. is upset. ○ Explain Grandma J.’s point of view. Students will add this information to their graphic organizer. ○ Answer the questions, “Which structural elements of a play can you identify on page 289? And “directions and character dialogue.) ○ Answer the questions, “What does the pronoun <i>it</i> refer to in the lines Caleb and Jacob speak? What are the boys talking about? What does this refer to in Miguel’s line?”

	<ul style="list-style-type: none"> ○ In pairs, identify other pronouns on the page. ○ Generate a question of their own and turn to a partner to ask it. They will find the answer by rereading the text. ○ Reread page 292. Turn to a partner and paraphrase what they visualize, using details about how the house was saved. ○ Use text evidence to answer the Essential Question. ○ Reread the stage directions and dialogue in Act 2, Scene 3 on page 292. ○ Read the biographies of the author and the illustrator. ○ Discuss sleuths they have read about in stories or seen on television or in movies. ○ Answer the question, “What other traits do sleuths have that help them solve crimes?” ○ Use information from their Point of View Chart to summarize the most important details of the play. ○ Reread to develop a deeper understanding of the text and answer the questions on Reading/Writing Companion pages 144–146.
Grammar Practice Book	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Find a piece of their own writing in their writer’s notebook and correct errors in abbreviations and pronoun-verb agreement, including when indefinite pronouns and prepositional phrases are used. ○ In groups, each member will sketch a person or people in action. As each member displays his or her sketch, other group members should use subject pronouns to describe what is happening.
Spelling Practice Book	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. Then students will use a print or a digital dictionary to check and correct their spellings of the words. ○ In partners, do a blind sort: one reads a Spelling Word Card; the other tells which part of speech it is, depending on which syllable is stressed. ○ Partners will compare and discuss their sorts. Then ○ Students will write a reflection of how they sorted the words in their writer’s notebook.
Day 5	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.CS.6, 5.W.RBPK.9, 5.FL.SC.6.j, 5.W.TTP.2.e , 5.W.PDW.5, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T141A-K</p> <ul style="list-style-type: none"> ○ Reread text. ○ Review the illustrations and discuss with a partner how they add to the play.
Writing Process: Revise Reading / Writing Companion	<p>Students will: T148-149</p> <ul style="list-style-type: none"> ○ Reread the final paragraphs of <i>Rosa</i> on page 277 in the Literature Anthology as a model. ○ Read and evaluate the paragraph on page 126 of the Reading/Writing Companion. ○ Revise the paragraph. ○ Read aloud their revised paragraphs and discuss how the revisions improve on the original. ○ Preview the “4” column in the rubric on page 129 of the Reading/Writing Companion to identify the other elements of a well-written biography. ○ Review their drafts, focusing on writing a strong conclusion and deleting any unnecessary ideas. Students will add transition words such as <i>finally</i>, <i>in conclusion</i>, <i>overall</i>, and <i>in summary</i> to clarify their ideas for readers.
Spelling Practice Book	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ Take Post-test

Grammar Practice Book	Students will: T157 <ul style="list-style-type: none">○ Complete assessment on page 209 of Daily Language Activity and Practice Book.○ In partners, talk about things their class could do to help their community. They will use at least four different subject pronouns.○ In partners, count the number of subject pronouns used.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[2 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.i Use context as a clue to the meaning of a word or phrase. **[2 lessons]**

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

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. **[7 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. **[5 lessons]**

5.FL.WC.4.a Spell grade-appropriate words correctly, consulting references as needed. **[6 lessons]**

5.FL.WC.4.b Write legibly in manuscript and cursive. **[2 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.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. **[7 lessons]**

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. **[9 lessons]**

5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. **[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.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.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. **[2 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. **[1 lesson]**

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

Day 6	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.CS.6, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.KID.1, 5.SL.CC.1, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T141A-K</p> <ul style="list-style-type: none"> ○ Answer the questions, “What does the italicized text on page 285 indicate? How does this text help readers?” ○ Reread pages 286–287 and answer the question, “How does the author show that people have different points of view about Grandma J’s house?” ○ Reread Act 2, Scene 2 and answer the question, “How does the author build suspense?” ○ Answer the question, “Why is this discovery significant to the story?” ○ Reread pages 292–293 and answer the question, “Why does the author have Daniel Cruz interview Dr. Cedric Brown about the history of the house?” ○ Answer the question, “What does Daniel Cruz mean when he says the house “offered a second chance at life during a time of slavery?” ○ Answer the questions, “How did the scene changes relate to the characters’ points of view? Why did the author set the scenes up this way? Cite text evidence. ○ Review the illustrations and discuss with a partner how they add to the play.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T142-143</p> <ul style="list-style-type: none"> ○ With a partner or in a small group, refer to and discuss their completed charts and writing responses from those pages.
<p>Writing Process: Peer Conferencing Reading / Writing Companion</p>	<p>Students will: T148-149</p> <ul style="list-style-type: none"> ○ Review a peer’s writing. ○ Review the revising checklist on Reading/Writing Companion page 127.
<p>Grammar Practice Book</p>	<p>Students will: T158</p> <ul style="list-style-type: none"> ○ In small groups, take turns describing objects in posters and book illustrations, using possessive nouns and pronouns.
<p>Spelling Practice Book</p>	<p>Students will: T162</p> <ul style="list-style-type: none"> ○ Take a pre-test. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Students will read the words aloud with partners. Then partners will do an open sort. They will record their sorts in their writer’s notebook.

Day 7	Instructional Plan
Student Learning Targets: 5.FL.WC.4.a, 5.FL.SC.6.j, 5.W.TTP.2.h , 5.W.PDW.5 , 5.FL.WC.4.a, 5.FL.VA.7b.iii	
<p>Read Paired Selection (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T143A-D</p> <ul style="list-style-type: none"> ○ Read “A Boy, a Horse, and a Fiddle” ○ Take notes about the Essential Question: What can you discover when you give things a second look? ○ Answer the question, “how does this text compare with what they learned about giving things a second look in A Window into History: The Mystery of the Cellar Window?” ○ Answer the questions, Where and when does this story take place? How might the setting be important to the story? How does each character feel about the result of the horse race? What words help you picture how the horse reacts? How does visualizing help you understand the reaction? What happened when the horse reared and kicked? Which adjectives show how the chieftain felt after he was thrown to the ground? ○ Compare the boy’s point of view about having his horse back to the horse’s point of view about being with the boy. They will discuss their answer with a partner. ○ Summarize the selection and maintain the meaning and logical order of the text.
<p>Writing Process: Edit and Revise Reading / Writing Companion</p>	<p>Students will: T150-151</p> <ul style="list-style-type: none"> ○ Revise their drafts (edit and proofread them) ○ Answer the question, “How is editing different from proofreading?” ○ Record two mistakes they found when using the editing checklist on page 128. Volunteers will write one mistake on the board and demonstrate how they corrected it. ○ With a partner, use colored highlighters to mark each draft. ○ With a partner, check the highlighted sections using the editing checklist as a guide. Partners will be polite as they offer and receive corrections. ○ Answer the questions, “Did you find more errors while working together than you would have on your own? Why?”
<p>Grammar Practice Book</p>	<p>Students will: T158</p> <ul style="list-style-type: none"> ○ Tell what possessive pronouns are and explain how to use them. ○ With a partner, take turns describing objects around the room using possessive pronouns that both stand alone and come before a noun
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T164</p> <ul style="list-style-type: none"> ○ With a partner, choose a vocabulary word and use a thesaurus to look up its synonyms and antonyms. ○ Write the word and its synonyms and antonyms in their writer’s notebook. ○ Share what they learned with the class. See Practice Book page 227

Day 8	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.CS.4 , 5.FL.PWR.3.a, 5.FL.F.5.c, 5.FL.WC.4.b, 5.SL.PKI.4, 5.SL.PKI.5, 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Reread paragraph 2 on page 296 and answer the questions, “Is ‘run like the wind’ a simile or a metaphor? What does it mean?” ○ Reread the last paragraph in the box on page 299 and answer the question, “Why does the author address the reader in the closing paragraph?” ○ 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"> ○ Analyze the example of figurative language in the last sentence of the first paragraph on Literature Anthology page 297. ○ Answer the questions, “Which part of the sentence is an example of figurative language?” What two items does this example of figurative language compare? How does this comparison help you understand what is happening?” ○ Enter their 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 final work. ○ Present their biographies to the class. ○ Turn to the rubric on page 129 of the Reading/Writing Companion and evaluate their own writing by checking it against the bulleted points under “4” ○ Answer the questions, “Have you written a biography about one person and his or her contributions to civil rights? Does the biography show a logical sequence of events? Does the biography have a strong conclusion that restates the main points and explains the person’s importance?” ○ With a partner, meet to share self-evaluations. Partners should provide each other with feedback about the accuracy of their self-evaluations. ○ Write a reflection on the challenges of writing a biography and what they might do differently next time they write a biography.
Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ Complete Practice Book page 219 or online activity. ○ With a partner, take turns choosing an action and stating who did it, using a reflexive pronoun for emphasis.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Write the proverb and its meaning in their writer’s notebook, and add other adages and proverbs as they see them. See Practice Book page 228

Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.c, 5.RL.IKI.9 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.SL.PKI.4, 5.SL.PKI.5, 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Fluency Practice Book	Students will: T147 <ul style="list-style-type: none"> ○ With a partner, alternate reading paragraphs in the passage, modeling the expression the teacher used. ○ Practice fluency using the online Differentiated Genre Passage “A Penny Saved.”
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Will prepare for publishing and presenting their final work. ○ Present their biographies to the class.
Make Connections Reading / Writing Companion	Students will: T166 <ul style="list-style-type: none"> ○ In small groups, explain that they will complete the activities on Reading/Writing Companion page 152 and discuss how the poem, the blast, and the selections they have just read relate to the idea that giving things a second look can lead to new discoveries. Groups will use the Four-Door Foldable® to take notes. ○ Reread the poem and the Quick Tip on page 152. ○ Respond to the writing prompt at the bottom of the page. ○ Groups will share and discuss their responses.
Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ Correct the errors in sentences ○ Find a piece of their own writing in their writer’s notebook and correct possessive and reflexive pronouns as well as the use of apostrophes in contractions. See Practice Book page 220.
Day 10	Instructional Plan
Student Learning Targets: 5.SL.CC.1, 5.SL.PKI.4, 5.W.RW.10, 5.FL.WC.4.b, 5.SL.PKI.4 , 5.SL.PKI.5 , 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ With a partner, read through the list and discuss each item in the list. Partners will ask each other questions such as <i>How will this checklist item make our presentation stronger? Which two items on the checklist should we focus on?</i> ○ Practice their presentations. ○ Take notes about the information being requested. ○ Answer the questions, “<i>What was the hardest part about writing the letter? What clarifying questions did you ask? In what ways can learning to write a formal letter help you?</i>”
Spelling Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ Take a Post-test. ○ List misspelled words in their word study notebooks.

Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none">○ Complete Presenting Checklist on page 153. With a partner, read through the list and discuss each item in the list. Partners will ask each other questions such as <i>How will this checklist item make our presentation stronger? Which two items on the checklist should we focus on?</i>○ Practice their presentations.○ Take notes about the information being requested.○ Answer the questions, "What was the hardest part about writing the letter? What clarifying questions did you ask? In what ways can learning to write a formal letter help you?"
Progress Monitoring	Students will: T202-203 <ul style="list-style-type: none">○ Complete progress monitoring.

Week 5  Assessed Skill		
Unit 4 Week 5 (Combine with Week 6)	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do you express something that is important to you?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Infer multiple themes  Analyze stanza and meter  Explain how the author's use of language contributes to voice  Identify elements of lyric and free verse poetry 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <p>barren expression meaningful plumes lyric. alliteration meter stanza</p> <p>Vocabulary Strategy:  Identify and explain the use of similes and metaphors</p> <p>Grammar:  Identify pronouns and homophones</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: I'm a Swimmer</p> <p style="padding-left: 20px;">Shared Read: "How Do I Hold the Summer?" "Catching a Fly" "When I Dance"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "Words Free as Confetti" and "Dreams"</p> <p>Leveled Readers A: Tell Me the Old, Old Stories O: From Me To You ELL: From Me To You B: Every Picture Tells a Story</p> <p>Optional Classroom Library Trade Books Sherlock Holmes and the Redheaded League The House of Dies Drear</p>	<p>Writing</p> <p>Writing process:  Plan and draft a free verse poem</p> <p>Analytical writing:  Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none">  Engage in collaborative discussions  Paraphrase portions of "I'm a Swimmer"  Present information about national holidays
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with suffixes -ance and -ence</p> <p>Spelling Words: Distance. Importance. Balance. Attendance absence performance dependence substance disturbance appearance assistance ignorance brilliance ambulance. residence radiance resistance reluctance persistence hesitance</p> <p>Fluency:  Read fluently with expression and rate</p>	<p>Research and Inquiry</p> <ul style="list-style-type: none">  Gather relevant information  Create a timeline of the history of national holidays

Weekly Standards:

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[17 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.f Use punctuation to separate items in a series. **[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. **[11 lessons]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[19 lessons]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[8 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. **[8 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. **[8 lessons]**

5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. **[4 lessons]**

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. **[4 lessons]**

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.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. **[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. **[10 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. **[10 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.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats. **[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. **[6 lessons]**

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

Day 1	Instructional Plan
Student Learning Targets: 5.RL.KID.2, 5.SL.CC.2, 5.RL.CS.4, 5.FL.VA.7b.i, 5.FL.VA.7b.i, 5.FL.SC.6.f, 5.FL.WC.4.a, 5.FL.VA.7a.i	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 <ul style="list-style-type: none"> ○ Answer the questions, “What is a form of expression you have used to share something that is meaningful to you? Students will discuss in pairs or groups. ○ With a partner, discuss what they have learned about expressing themselves. ○ Add related words and phrases to the organizer.
Listening Comprehension Interactive Read Aloud	Students will: T216-217 <ul style="list-style-type: none"> ○ Add characteristics of poetry to their poetry anchor chart. ○ Listen to read aloud. ○ Restate the important events and actions in “I’m a Swimmer” in their own words. ○ Work with a partner to identify how the speaker reflects upon the experience of swimming and to summarize key details. ○ Listen to the author’s voice and visualize what they are reading to help them summarize the poem.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 <ul style="list-style-type: none"> ○ Think about the Essential Question and the ways in which people express what is important to them, and then set a purpose for reading. ○ Write what they think each poem will be about in the left column of page 156, along with interesting words they learn and key details from the text. ○ Answer the question, “Which line makes a comparison about the lake? What two things are compared?” ○ Describe how the comparison helps them understand how the speaker feels about the seasons. ○ Read the first two stanzas, and answer the questions, “What do the details in the first stanza indicate? What sounds are heard in the last stanza? Why does the speaker mention these sounds?” ○ Read the third stanza of the poem and answer the question, “What problem does the speaker describe?” ○ Read the last two stanzas and answer the question, “What does the speaker do to solve the problem he or she describes in the third stanza?” ○ Choral read the stanza. ○ In partners, brainstorm real life items that can be balled up. ○ Listen to the teacher read the poem aloud. ○ Identify examples of alliteration in stanzas 2–5 and answer the questions, “What do the alliterative words in the second, third, and fourth stanzas have in common?” Why do you think the poet used this alliteration?” ○ Discuss the effect of using alliteration in the fifth stanza to describe the fly. ○ Reread the fifth stanza and explain the comparison made in this stanza. Answer the question, “What does the comparison help you understand?” ○ Reread the last stanza, and look at the images on page 158. Answer the questions, “What do the images show? What do the images help you understand about the poet’s use of the word Catching in the title? How does this add to your understanding of the poet’s message?” ○ Reread stanzas 2 and 3 and answer the questions, “How do these stanzas explain how dancing helps the speaker solve a problem? How do you know that the speaker’s solution is a good one? What message do you think the poet shares with readers through the speaker’s words? Explain.”

	<ul style="list-style-type: none"> ○ Use their writer's notebooks to compare the forms of expression they use to those of the speakers in the poems. Students should explain how the words and images in the poems help them make personal connections to each poem. Then students will discuss the predictions they made before reading the poems and talk about whether they were confirmed. ○ In partners, talk about when they would use informal language. Students will elicit other, similar examples of informal language. Then, with a partner, brainstorm a list of places or situations where they might use formal language.
Vocabulary Reading / Writing Companion	Students will: T222-223 <ul style="list-style-type: none"> ○ Listen while teacher introduces each vocabulary word. ○ Create a simile and metaphor anchor chart. ○ In pairs, reread and analyze the simile in stanza 4 of "Catching a Fly." Partners will identify what is being compared and discuss why they think the poet chose to compare them, as well as how the simile creates a vivid image in the reader's mind.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Complete Practice Book page 229 or online activity. ○ In partners, use the homophones <i>there</i>, <i>they're</i>, and <i>their</i> to talk about a family, group, or team that is important to them. Students will first write their sentences and then read them aloud. Partners will check each other's spellings.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take a Pre-test. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. They will read the words aloud with partners. Then partners will do an open sort. They will record their sorts in their writer's notebook.
Day 2	Instructional Plan
Student Learning Targets: 5.RL.CS.5, 5.RL.CS.6, 5.RL.KID.2, 5.FL.WC.4.b, 5.RL.IKI.9 , 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.FL.SC.6.f, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.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"> ○ Add literary elements to the poetry anchor chart. ○ In pairs, identify the key idea in each stanza of "How Do I Hold the Summer?" Partners will explain how key ideas throughout the poem help form its main message. ○ Work in pairs to reread the poem "Catching a Fly" on page 158. Partners should identify elements that help them identify the poem as either lyric or free verse. ○ Share and compare their ideas with the class. ○ Read the online Differentiated Genre Passage, "Grandpa's Shed" and "Climbing a Hill." ○ In pairs, reread the poem "When I Dance" on page 159, identify key details in the poem, and record those details in the graphic organizer. Students will look for key details that describe how the speaker feels about dancing. Partners should then work together to use the details they identify to determine the theme of the poem. ○ In pairs, work together to write a brief summary of why dancing is so important to the speaker of the poem. ○ Reread the last two stanzas of "How Do I Hold the Summer?" and answer the questions, "What evidence helps you understand how the speaker plans to "hold the summer"? Do you think "How Do I Hold the Summer?" is a good title for this poem? Why or why not?" ○ Read stanzas 1-3 of "Catching a Fly" aloud and answer the questions, "What happens in the first stanza? How does the speaker react? Do these actions happen quickly or slowly? How does the poem's meter suggest the speed of the actions? Why did the poet use short lines to describe the action in the poem?"

	<ul style="list-style-type: none"> Choral read stanzas 3 and 4 on page 159 and answer the questions, “What phrases help the poet describe dance moves? Why does the poet use the words slap and pound? What effect does this language have? How does the poet help you visualize what is expressed in the poem?”
Respond to Reading Reading / Writing Companion	Students will: T232-233 <ul style="list-style-type: none"> Read the prompt aloud: How does the speaker in each poem capture personal thoughts about a moment in time? Answer the question, “What is the prompt asking?” Reread the first stanza of “How Do I Hold the Summer?” on page 156 and answer the questions, “Whose experiences are being described? How can you tell? How does the first line help the speaker convey a specific moment in time? How does the language in line 3 express feelings about this moment?” Look for examples of first-person point of view and other language the poet uses to convey a speaker’s thoughts about a moment in time in “Catching a Fly” on page 158 and “When I Dance” on page 159. In pairs, answer the question, “How does each speaker’s description help you understand his or her personal thoughts about a moment in time?”
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 <ul style="list-style-type: none"> In pairs or in a group, use an online Accordion Foldable® to record information: National Holidays, On what day did the holiday first become a national holiday? Who was the president who signed the bill that made it official?, What year did the national holiday go into effect?, Why was it made a national holiday?, and How do people celebrate this national holiday? Pairs or groups will work together to create a timeline showing relevant information about major national holidays. Students will be working on the project over the next two weeks. Groups will discuss their research plan.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> Review homophones and write riddles with homophone pairs. Partners should create five short ads that each contain one homophone. They will then exchange ads. Each partner should read the other’s ads and add to them by saying a sentence that uses a different spelling of the homophone.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.KID.2 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.FL.SC.6.f, 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 aloud the Essential Question. Predict how the poems will help them answer the essential question. Take notes as they read. Answer the questions, “What sensory details are included in “Words Free as Confetti”? What is the theme?” Add the details and theme to their organizer. Answer the questions, “Why does the poet use thorngray to describe a cactus? What do you think searoar means?” Answer the questions, “In “Dreams,” what metaphor describes life when dreams die? What does this mean?” Answer the questions, “What does the poet hold fast to? (dreams) Why do you think the poet says this? He believes dreams are <u>important</u>. Talk to their partner about something they hold fast to.

Grammar Minilesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Write ten-line poems about something that is important to them. They will use at least one dash and one set of quotes in their poems.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Orally complete each sentence stem to review words. ○ In pairs, ask and answer questions using each of the words. ○ In pairs, find other similes and metaphors. ○ Record the similes and metaphors in their writer's notebook and identify each as a metaphor or simile. See Practice Book page 240.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.RL.RRTC.10, 5.FL.WC.4.b, 5.W.TTP.3.f, 5.FL.SC.6.f, 5.FL.WC.4.a, 5.RL.CS.4	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T239A-241 <ul style="list-style-type: none"> ○ Reread the poem. Answer the questions, "Do the poem's lines follow a regular pattern? How does the poem's use of free verse create the poem's mood?" ○ Reread the poem. Answer the questions, "Which words are repeated? Which lines in each stanza have the same meter, or pattern of sounds? How does the poet use repetition and meter to help you understand his message?" ○ Memorize the poem "Dreams" and recite it to a partner. Take turns reciting the poem to a partner and provide feedback on their phrasing and expression. ○ Read "A Story of How a Wall Stands," take notes about the Essential Question: How do you express that something is important to you? ○ Compare and contrast this poem with the other two. ○ Summarize the poem. ○ Read from the last three lines: . . . "working the stone and the mud until they become the wall that stands a long, long time." Talk to a partner about how this compares a wall to a story. ○ Answer the question, "What traditions is the speaker of the poem passing on to the reader?" ○ Analyze the speaker's voice in the last stanza of the poem. ○ Answer the questions, "What does the speaker's father do with his hands? How long does it take to build the wall?" ○ Discuss the mental images that the poet creates with this repetition. ○ In pairs, identify any additional details that help the poet convey a specific voice. ○ In pairs, discuss how identifying the speaker's voice helps them understand the poem and then share their work as a 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"> ○ Add features of a free verse poem to the poetry anchor chart. ○ Read aloud lines 1–18 of "Words Free as Confetti" on page 300 in the Literature Anthology and answer the question, "How does the speaker feel about words?" ○ Think about the poem's rhythm and word choice as they read the second half of the poem on page 301 and answer the question, "What do you notice about how the poem sounds?" Write their answers to the questions on page 176 of the Reading/Writing Companion. ○ Individually, in partners, or in small groups, brainstorm a list of things that make them happy. They will write their ideas on Reading/Writing Companion page 177.

	<ul style="list-style-type: none"> ○ Choose something that makes him or her happy, such as a particular person, activity, pet, or event, and write a free verse poem about it. Record their topic on page 177. ○ Complete the sentence starters on page 177. ○ Make a plan to gather ideas and make choices about the imagery and words they will use in their poem.
Grammar Practice Book	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Correct errors or inconsistencies in these lines of poetry. ○ Find a piece of their own writing in their writer's notebook and correct errors in possessive pronouns, punctuation, and the spelling of homophones and other high-frequency words. See Practice Book page 232
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. Have students use a print or a digital dictionary to make corrections. ○ Correct a piece of their own writing. See Practice Book page 237 ○ In partners, do a blind sort: one reads a Spelling Word Card; the other tells under which spelling pattern it belongs. Students will explain how they sorted the words. Then partners will play Go Fish with the cards, using the suffixes as the "fish."
Day 5	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RL.IK1.7 , 5.FL.SC.6.f, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7b.i, 5.RL.RRTC.10, 5.FL.F.5.b	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will:</p> <ul style="list-style-type: none"> ○ Answer the questions, "How does the poet use dialogue to help you understand how the speaker's father feels about his work? How does the poet help you see the speaker's point of view about his father?" ○ Read and summarize: reread to develop a deeper understanding of the poem by annotating and answering questions on pages 171–172 of the Reading/Writing Companion.
Fluency Reading / Writing Companion	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ With a partner, read aloud "When I Dance" on Reading/Writing Companion page 159.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T248-249</p> <ul style="list-style-type: none"> ○ Reread the stanza on Reading/Writing Companion page 179. ○ Answer the question, "<i>What do you notice about the stanza's visual arrangement and content?</i>" ○ Use the stanza on page 179 and "Words Free as Confetti" on pages 300–301 of Literature Anthology as models for their own free verse poem, ○ Write a draft of a free verse poem about something that makes them happy. As they draft, students review the web they created during the Plan phases. They should use stanzas to organize ideas and vivid language to express their experience. ○ Provide support as partners meet to read their drafts out loud to each other and share initial feedback. ○ Answer the question, "<i>Were you able to interpret, or "get," what your partner's poem was about? Why or why not?</i>"
Spelling Practice Book	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Take a post-test. ○ List the misspelled words in their writer's notebook. Look for students' use of these words in their writings. See Practice Book page 234 for a posttest. Use page 238 for review.

Progress Monitoring

- Students will:
- Progress monitor.

Week 6

Week 6		
Unit 4 Week 6 (Combine with Week 5)	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills. Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually Identify the meaning of words with affixes	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words
Text(s): Reading Digitally: Droughtbusters Reader's Theater: The Golden Door	Writing	Speaking and Listening
	Writing process: Complete a free verse poem Share writing and choose a portfolio piece Analytical writing: Write informational text Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, rate	Conduct and present research Use multimedia elements 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.j Write multiple cohesive paragraphs on a topic. [2 lessons]

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [1 lesson]

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

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [2 lessons]

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.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.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [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.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. [1 lesson]

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. [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. [2 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.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. [5 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. [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. [2 lessons]

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]

Day 1	Instructional Plan
Student Learning Targets: 5.RI.IK1.7, 5.SL.CC.3, 5.W.RBPK.8, 5.FL.F.5.a, 5.FL.F.5.b, 5.RL.KID.1, 5.FL.SC.6.j, 5.FL.VA.7b.i, 5.RL.CS.4, 5.W.PDW.5	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-299</p> <p>Reading Digitally:</p> <ul style="list-style-type: none"> ○ Take notes on the main idea and details using Graphic Organizer 141. ○ In partners, paraphrase the main ideas. ○ Reread parts of the article, paying attention to text structure and author's craft. Discuss these questions: What text structure does the author use to organize the information? For what purpose did the author add the map? ○ Reread and answer the question: "According to the author, why must people begin to conserve water to survive future water shortages? Students will skim the text and find statements the author uses to support this idea. Partners will share findings. ○ Students will compare what they learned about how people decide what's important with what they have learned about other important decisions or issues in texts they have read in this unit. ○ Corroborate facts by using more than one source and answer the question, "What person or organization maintains this Web page? Does this tell us anything about the information provided?": ○ Brainstorm questions related to the article. For example, they might ask: What else can people do to conserve water? Then students will choose a question to research. ○ Conduct research online. Partners will work together and choose images or video clips to support their research and present the multimedia elements to the class. ○ Groups will discuss or debate the merits of different ways to conserve water. <p>Reader's Theater:</p> <ul style="list-style-type: none"> ○ Identify what information she gives about the events in the play. ○ After reading each character part, partners will note the character's traits. ○ Partners will practice their parts in the play. Pairs will echo read or chorally read their parts. ○ Students will work on Reader's Theater Reading Workstation Activity Card 29. ○ Students will practice reading their parts several times. ○ Students will practice performing the script. ○ Partners will divide the play into acts and scenes. ○ At the end of the week, students will perform the play in small groups or for the whole class.
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T302-303</p> <ul style="list-style-type: none"> ○ Answer the questions to show mastery of the unit's skills and strategies.
<p>Writing Process: Revise Reading / Writing Companion</p>	<p>Students will: T310-311</p> <ul style="list-style-type: none"> ○ Understand that they should focus on making their poem vivid and engaging. ○ Review their drafts, focusing on revising their examples of figurative language and improving word choice by combining ideas for clarity.

Day 2	Instructional Plan
Student Learning Targets: 5.RI.IK1.7, 5.SL.CC.3, 5.W.RBPK.8, 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7b.ii, 5.RL.CS.5, 5.RL.CS.6, 5.W.PDW.5	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-299</p> <p>Reading Digitally</p> <ul style="list-style-type: none"> ○ Take notes on the main idea and details using Graphic Organizer 141. After each section, partners will paraphrase the main ideas. Students will understand similes and metaphors, such as “membranes that act like a sieve” and “Albuquerque was once a water glutton.” ○ Write a summary, stating the problem and what people are doing to solve it. ○ Reread parts of the article, paying attention to text structure and author’s craft. ○ Discuss these questions: What text structure does the author use to organize the information? For what purpose did the author add the map? ○ Reread to help them answer this question: “According to the author, why must people begin to conserve water to survive future water shortages?” Students skim the text and find statements the author uses to support this idea. Partners will share findings. ○ Compare what they learned about how people decide what’s important with what they have learned about other important decisions or issues in texts they have read in this unit. ○ Corroborate facts by using more than one source. ○ Answer the question, “What person or organization maintains this Web page? Does this tell us anything about the information provided?” ○ Suggest multimedia elements that would augment a presentation on water and drought. ○ Discuss how humans interact with land, water, and air. ○ Identify information in this article about how humans impact land, water, and air, and vice versa. ○ Brainstorm questions related to the article. Answer the question, “What else can people do to conserve water?” ○ Choose a question to research. ○ Conduct research online. Partners will work together and choose images or video clips to support their research and present the multimedia elements to the class. ○ Groups will discuss or debate the merits of different ways to conserve water. <p>Reader's Theater</p> <ul style="list-style-type: none"> ○ Read/follow along as teacher reads script. ○ Partners will note the character’s traits. ○ Practice performing the script. ○ Partners will divide the play into acts and scenes. ○ Look for points in the action when the setting changes. ○ List the setting. ○ Perform the play in small groups or for the whole class. ○ Make personal and emotional connections to the story and its characters. ○ Interpret both the verbal and non-verbal messages they saw during the play.
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T304-305</p> <ul style="list-style-type: none"> ○ Scan Act 1 and note the setting changes that take place. ○ Look for text evidence in Maria’s dialogue that leads to her opinion, or point of view, about her grandmother ○ Reread Vincent’s reply to Grandma in Act 2.
<p>Writing Process: Peer Review Reading / Writing Companion</p>	<p>Students will: T312-313</p> <ul style="list-style-type: none"> ○ With a partner, develop a plan for how they would like to peer conference with each other. ○ Answer the question, “Why is it helpful to ask questions? Students will provide other examples of helpful feedback. ○ With a partner, review and give feedback on each other’s drafts. ○ With a partner, follow the routine and the agreed-upon rules. ○ Reflect on partner feedback and write on page 181 about how they intend to use the feedback. ○ Review the revising checklist on Reading/Writing Companion page 181. ○ Share how their partner’s feedback helped improve their poems.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7a.ii, 5.FL.VA.7b.ii , 5.W.RBPK.7, 5.FL.WC.4.a, 5.FL.SC.6.j	
Extend Your Learning	<p>Students will: T306-307</p> <ul style="list-style-type: none"> ○ Identify examples of words that contain affixes to complete the chart on page 190 of the Reading/Writing Companion. ○ As a group, discuss the common meanings in each group of words containing the same prefix or suffix. ○ Choose three words from the chart and define them using their knowledge of the meaning of the suffix or prefix. ○ In partners or small groups, read and discuss the activity on Reading/Writing Companion page 191. ○ Answer the question, “Why do you think Benjamin Franklin included adages like this in his almanac?” ○ Research additional adages and proverbs from <i>Poor Richard’s Almanack</i> using print or online resources. In partners or groups, work together to craft original adages and proverbs, explain their meanings, and create an illustrated book. Groups will share their books with the class. ○ Work with a partner to explain the pun on page 191. Answer the question, “Which meaning of beat makes this pun funny?” <i>Explain.</i> ○ With a partner, write and explain an original pun before sharing with the class.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T314-315</p> <ul style="list-style-type: none"> ○ Finish revising their drafts, edit and proofread them. ○ Review the editing checklist on Reading/Writing Companion page 182 ○ Answer the question, “Why is it important to make sure that you have correctly spelled homophones?” ○ Record two mistakes they found when using the editing checklist on page 182. Volunteers will share one mistake they found and tell how they fixed it. ○ Answer the question, “How did fixing the mistake improve your writing?” ○ Edit and proofread their own drafts by making corrections on self-stick notes. Partners will review the poems line-by-line, discussing each correction before they implement it. ○ Discuss the benefits of editing and proofreading with a partner.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.RL.KID.1, 5.W.RBPK.7 , 5.FL.WC.4.b, 5.SL.PKI.4, 5.W.PDW.6	
Extend Your Learning	<p>Students will: T308-309</p> <ul style="list-style-type: none"> ○ In partners or small groups, review the flashback on Literature Anthology page 268. ○ Answer the question, “What idea does this flashback help the author of Rosa convey?” ○ In pairs, read and discuss the activity on Reading/Writing Companion page 192. ○ Research the 1954 Supreme Court case <i>Brown v. Board of Education</i> using credible sources, such as those ending in <i>.edu</i> or <i>.gov</i>, and to look for both primary and secondary sources. ○ In partners, research and take notes about the case, make connections between the important details of the case and the events that led Rosa Parks to take the actions she did. ○ In partners, complete the activity on page 192 by writing their ideas about why the author used this flashback. Students will share their thinking with the rest of the class. ○ Answer the question, “Why did the author include a pop-up list of ways to conserve water?”

	<ul style="list-style-type: none"> ○ Read and discuss Reading/Writing Companion page 193. Guide partners or groups to use the information from the online article and the article's interactive elements to identify the causes of the worldwide shortage of freshwater, as well as what is being done in certain areas to solve the problem. ○ Complete the activity by answering the remaining questions. Students will include text evidence to support their prediction of how future water supplies will be affected by the various technological advancements in water purification. After students have completed the activity, they will share responses. ○ Discuss which interactive element was most helpful in gathering and understanding information about drought.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T316-317</p> <ul style="list-style-type: none"> ○ In small groups, create a class anthology of their free verse poems. Each student in a group will design and illustrate the page or pages on which his or her poem appears. ○ Give an expressive reading of his or her poem for the class. ○ Consult the presenting checklist on Reading/Writing Companion page 183 before they present. ○ Read rubric on page 183. ○ In partners, share their scores and the reasons behind them. Partners will evaluate each other's scores, providing feedback that is respectful and fair.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.SL.PKI.4, 5.W.PDW.6, 5.RL.RRTC.10, 5.RI.RRTC.10, 5.RI.IKI.9 , 5.SL.CC.1, 5.SL.PKI.4, 5.SL.PKI.5, 5.SL.PKI.6	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T316-317</p> <ul style="list-style-type: none"> ○ In small groups, create a class anthology of their free verse poems. Each student in a group will design and illustrate the page or pages on which his or her poem appears. ○ Give an expressive reading of his or her poem for the class. ○ Consult the presenting checklist on Reading/Writing Companion page 183 before they present. ○ Read rubric on page 183. ○ In partners, share their scores and the reasons behind them. Partners will evaluate each other's scores, providing feedback that is respectful and fair.
Track Your Progress	<p>Students will: T318</p> <ul style="list-style-type: none"> ○ In pairs, students will review Reading/Writing Companion page 194. ○ Review his or her unit work using the rubric scores. ○ Explore and express personal connections to one of the texts they have read this unit, including one they may have self-selected. Students will write their connections on the lines. ○ Switch papers with a partner to get corroboration and reflect on their self-assessments.
Wrap Up the Unit	<p>Students will: T319</p> <ul style="list-style-type: none"> ○ In small groups, compare the information that they have learned during the course of the unit in order to answer the Big Idea question. ○ Review their notes and graphic organizers before they begin their discussions. Each group will pick one student to take notes. And each group will use an Accordion Foldable® to record their ideas. A volunteer from each group will read their notes aloud. ○ Answer the question, "What are the five most important things we have learned about deciding what's important?" ○ Answer the question, "How has what you think is important changed over time?" ○ In a group, reflect on their collaboration and acknowledge the contributions of one another. ○ Present their work to small groups, the class, or a larger audience.

	<ul style="list-style-type: none">○ Prepare in order to best present their timeline about the origins of major national American holidays. Students will discuss each item in the Presenting Checklist in the Reading/Writing Companion on page 195. Partners will rehearse focusing on their speaking rate, volume, and enunciation.○ Ask their own questions about the presentations or they can use the sentence starters on the bottom of page 195 to focus the discussion.○ Rehearse their presentations. Students will reread their writing a few times.○ Share one of the pieces of narrative writing that they have worked on through the unit.○ Select one finished piece of writing, as well as two revisions, to include in their writing portfolio.
Summative Assessment	Students will: T330-331 <ul style="list-style-type: none">○ Complete Unit 4 assessment.

BCS Literacy Vision

Unit 5

Genre Study 1: Expository Informational Text**Essential Question:** How can scientific knowledge change over time?**Text Sets:****Read Aloud:** "The Sun: Our Star"**Shared Read:** "Changing Views of Earth"**Anchor Text:** *When is a Planet Not a Planet?* & "The Crow and the Pitcher"**Genre Study 2: Historical Fiction****Essential Question:** How do shared experiences help people adapt to change?**Text Sets:****Read Aloud:** "Starting Over"**Shared Read:** "The Day the Rollets Got Their Moxie Back"**Anchor Text:** *Bud, Not Buddy* & "Musical Impressions of the Great Depression"**Culminating Task:** Choose a scientific advancement of the 21st century and research information about it and why it is important. Use the main idea for your topic to help you focus on the information you need. Make sure you include facts and specific details to support the main idea.**Genre Study 3: Argumentative Text****Essential Question:** How do natural events and human activities affect the environment?**Text Sets:****Read Aloud:** "Dams: Harnessing the Power of Water"**Shared Read:** "Should Plants and Animals from Other Places Live Here?"**Anchor Text:** *The Case of the Missing Bees* & "Busy, Beneficial Bees"**Culminating Task:** Choose an endangered species and write an opinion essay about why this species should be protected and how people can protect it. Make sure to include why it is endangered. Once you form your opinion, you will need to research your topic. Make sure to choose reliable sources and end with a strong conclusion.

Unit 5 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How can scientific knowledge change over time?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Use text evidence to explain causes and effects  Monitor comprehension by asking and answering questions about text  Analyze the author's use of imagery  Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <p>approximately astronomical calculation criteria diameter evaluate orbit spheres</p> <p>Vocabulary Strategy:</p> <ul style="list-style-type: none">  Identify the meaning of words with Greek roots <p>Grammar:</p> <ul style="list-style-type: none">  Identify independent and dependent clauses  Use complex sentences
<p>Text(s):</p> <p>Teach and Model Interactive Read Aloud: The Sun: Our Star Shared Read: " Changing Views of Earth"</p> <p>Practice and Apply</p> <p>Anchor Text: When Is a Planet Not a Planet?</p> <p>Leveled Readers A: Mars O: Mars ELL: Mars B: Mars</p> <p>Optional Classroom Library Trade Books A Black Hole is NOT a Hole The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</p>	<p>Writing</p> <p>Writing process:</p> <ul style="list-style-type: none">  Plan and draft a research report <p>Analytical writing:</p> <ul style="list-style-type: none">  Write responses <p>Foundational Skills</p> <p>Phonics/Word Study:  Decode words with suffixes  Decode homophones</p> <p>Spelling Words: Week 1 serious furious eruption usually direction position forgetful comfortable finally destruction apparently completely eventually carefully microscopic allergic scientific safety activity sickness</p> <p>Week 2 sweet suite pray prey poll pole waste waist manor manner pier peer currant current presence presents council counsel stationery stationary</p> <p>Fluency: Read fluently with expression, accuracy, and phrasing</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none">  Engage in collaborative conversation  Paraphrase portions of "The Sun: Our Star"  Present podcast about the relationship between the Earth, the Sun, and the Moon <p>Research and Inquiry</p> <ul style="list-style-type: none">  Differentiate between plagiarism and paraphrasing  Create a podcast

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 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.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. **[10 lessons]**

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

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[17 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. **[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. **[2 lessons]**

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. **[5 lessons]**

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

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[7 lessons]**

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. **[23 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.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats. **[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.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.SL.CC.1, 5.SL.CC.2, 5.RL.KID.1, 5.RI.KID.2 , 5.FL.VA.7a.ii, 5.RI.CS.4, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Read the Essential Question on the opener page in the Reading/Writing Companion. ○ Answer the question, “<i>What is something in science you would like to learn more about? What criteria would you use to evaluate what you learn?</i>” ○ With a partner or in a small group, add personal contributions after listening and considering others' viewpoints
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Add characteristics of the genre to their expository text anchor chart. ○ Listen as teacher reads aloud to students. ○ Discuss the elements of the Interactive Read Aloud know that it is expository text. ○ Think about other texts that they have read or they have read independently that were expository text. ○ Restate the most important information from “The Sun: Our Star” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 <ul style="list-style-type: none"> ○ Think about the Essential Question and what they know about how Earth has changed. ○ Set a purpose for reading. ○ Answer the questions, “Why did people long ago think the Sun moved around the Earth? How did the telescope help Galileo with his research? What new model of the solar system did Copernicus propose? How did it work? How are the sizes of the Earth and the Sun different in the two models?” ○ Read the first paragraph. Answer the question “What question does the author ask?” ○ Read the first and second sentences in the third paragraph. Answer the question, “What does atmosphere mean?” ○ Reread the third paragraph. Answer the questions, “What was the problem with kites and balloons? What happened as a result? What problem did the use of aircraft solve? What effect did aircraft have on learning more about weather patterns? Why did the author include the diagram? How does it help you understand why breakthroughs came fast and furiously when aircraft were used instead of kites and balloons? At what altitude does the aircraft travel? Why is it helpful to ask and answer questions when you read expository text?” ○ Discuss how they can use your understanding of the meaning of Greek roots to figure out the meaning of the longer words. ○ Read the quote in the third paragraph. Answer the questions, “What is Joseph Allen’s profession? What do astronauts do? What do astronauts see that few people on Earth have ever seen? Will use what they know about Joseph Allen to determine if he is qualified to say what he said. ○ Briefly summarize the text in their writer’s notebooks; only including important information. Students will be able to explain whether or not they were able to confirm the prediction they made before beginning the text.
Vocabulary Reading / Writing Companion	Students will: T28-29 <ul style="list-style-type: none"> ○ Listen as teacher introduces vocabulary words. ○ In pairs, use the given Greek roots to determine the meanings of <i>heliocentric</i> on page 3 and <i>thermometer</i> on page 4 of the text.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ In partners, discuss clauses using page 453 of the Grammar Handbook in Reading/Writing Workshop. See Practice Book page 241 or online activity.

	<ul style="list-style-type: none"> ○ In partners, take turns using an independent clause to tell about a change that affected a friendship. The listening partner will repeat the sentence, adding a dependent clause.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Take a pre-test. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Students will read the words aloud with partners, then do an open sort. They will their sorts in their writer's notebook.
Day 2	Instructional Plan
Student Learning Target: 5.RL.KID.1, 5.RI.CS.5, 5.RI.CS.5, 5.RI.IK1.7 , 5.FL.WC.4.b, 5.RI.KID.2, 5.RI.KID.3, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.W.PDW.6, 5.W.RBPK.8, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T30-37 <ul style="list-style-type: none"> ○ Add any additional points about the strategy to the Ask and Answer Questions anchor chart. ○ In partners, ask a question about the section "Out in Space, Looking Back Home" on page 5. Students will reread the section to identify evidence and details that help them find the answer. Partners will discuss how asking and answering a question helped them deepen their understanding of the information in the text and identify other sections of "Changing Views of Earth" about which they might want to ask and answer questions. ○ In partners, identify other examples of things that show the selection is expository text, including factual statements from the text, the use of headings and other text features, evidence presented to support a point, and examples of logical order. Then partners will turn to the diagrams on pages 3 and 4 and discuss how each supports their understanding of ideas in the text. ○ Read the online Differentiated Genre Passage, "Is There Life Out There?" ○ Add to the Cause and Effect anchor chart. ○ In pairs, complete a graphic organizer for the remainder of "Changing Views of Earth," identifying cause-and-effect connections between events described on pages 4 and 5. ○ Review the author's use of diagrams prior to rereading page 3, and answer the question,s "What comparison is the author making in the diagrams at the bottom of the page? How does the author help you understand the difference between the geocentric and heliocentric model of the solar system?" ○ Reread the first two paragraphs of page 4, and answer the questions, "How do they help you understand the focus of this section? Why did the author use the heading "In the Sky, Looking Down" for this section? Explain your answer. How does the author present cause-and-effect relationships on this page? How does the author use text structure to help you understand how the ability to predict weather improved in the late 20th century?"
Respond to Reading Reading / Writing Companion	Students will: T38-39 <ul style="list-style-type: none"> ○ Read the prompt aloud: How does the author show that people have always wanted to learn more and more about Earth and space? ○ Answer the question, "What is the prompt asking?" ○ Skim page 3 for the phrases long ago and in the early 1600s and Answer the questions, "How do these phrases help you understand the order of events? How do these phrases also help you understand the link between a cause and an effect?" ○ Answer the question, "How does identifying causes and effects help you understand the ways that people have always wanted to learn more and more about Earth and space?"
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 <ul style="list-style-type: none"> ○ Gather information to include in their podcasts. Each group will use an Accordion Foldable® to record answers to the questions.

	<ul style="list-style-type: none"> o In groups, students will create a podcast that explains the relationship among the Earth, Sun, and Moon.
Grammar Practice Book	<p>Students will: T58</p> <ul style="list-style-type: none"> o In partners, write three dependent clauses and trade them with another pair. One partner should read the clause aloud; the other should add an independent clause to make a full sentence.

Day 3	Instructional Plan
Student Learning Target: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T43A-43Q</p> <ul style="list-style-type: none"> o Answer the question, “Why doesn’t the old memory clue for planets— “My very eager mother just served us nine pizzas” —work anymore?” o Add the Build Vocabulary words to their writer’s notebook. o Answer the questions “What happened when the Sun grew bigger? What effect did the Sun’s gravity have? “ Students will add the causes and effects to their organizer. o Turn to a partner and share what information they learned from the caption on page 350. Answer the questions, “How does this relate to the main text? What caused astronomers to have a problem with Pluto? Paraphrase the text. Add the cause and effect to their organizer. o Answer the questions, “what can you learn from the diagram about Earth and the gas giants that is not contained in the text?” According to theory, why are some planets mostly made of gas and others mostly made of rock? o Turn to a partner and paraphrase what they read. o Answer the questions, “Why was Pluto hard to see? What happened because of improved telescopes? What questions did this lead scientists to ask? Students will add the causes and effects to their organizer. o In partners, read the paragraph and point to a signal word that shows sequence, or time order. o partners take turns using sequence words to talk about a time they discovered something or learned something new. o Reread page 354, and ask themselves a question about the text. Then share their question with a partner and search together for the answer. o Turn to a partner and discuss text features they find on pages 354 and 355. o Talk to your partner about a time that they hunted for something. o Answer the question, “What do we learn in the second paragraph that is related to the first paragraph? How does information about “the Planet Finders” in the third paragraph relate to the first two paragraphs? Why didn’t the astronomers announce their discovery right away? Why did people all around the world begin arguing about whether or not Eris was a planet? Add the causes and effects to their organizer. o Answer the questions, “Which image best shows why Pluto is different? How is it different? How is the photograph of the Oschin telescope on page 356 connected to the text on page 354? What do the details in each paragraph on page 358 have in common? What is the main idea on this page? How does the size and gravity of a planet affect other objects around it?” o In partners, use the idiom to discuss the relative locations of objects in the classroom. o Reread the final paragraph on page 360. Answer the questions, “What can you infer about the number of planets in the future? What will happen if the New Horizons spacecraft reaches Pluto and Charon? Why do some astronomers think the definition of a planet will change in the future?” o Use text evidence to answer the Essential Question. o Read the biography of the author.

Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ In a group, begin a story with a complex sentence, then pass the story to the next group. Students will continue until all groups have added a complex sentence. Then a volunteer will read aloud the story.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Orally complete each sentence stem. ○ Partners will ask and answer questions for each word. See Practice Book page 252.
Day 4	Instructional Plan
Student Learning Target: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i,	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-43R <ul style="list-style-type: none"> ○ Take notes as they read. ○ Add causes and effects from each section of the Cause and Effect Graphic Organizer 86. ○ Note words they do not understand and questions they have. ○ Look for words with the roots aster- and -oid they continue reading. ○ Turn to a partner and paraphrase what they read ○ Use information from their Cause and Effect Chart to summarize the most important details of the text. ○ Reread to develop a deeper understanding of the text and answer the questions on Reading/Writing Companion pages 14–16.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Find a piece of their own writing in their writer’s notebook and correct any errors in punctuation of complex sentences. See Practice Book page 244. ○ With a partner, take turns summarizing a story the class has read, using at least one complex sentence. The listening partner will identify the complex sentence and the subordinating conjunction.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. They will use a print or a digital dictionary to check and correct their spellings. ○ Correct a piece of their own writing. See Practice Book page 249. ○ In partners, do a blind sort: one will read a Spelling Word Card; the other will tell under which part of speech it belongs. In partners, compare and discuss their sorts. Then partners will play Go Fish with the cards, using parts of speech as the “fish.”
Day 5	Instructional Plan
Student Learning Target: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.RI.KID.2, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43Q <ul style="list-style-type: none"> ○ Reread page 349. Answer the questions, “What does this section describe? How does the author use this section to support her ideas about Pluto? How does the orbit diagram on page 352 help you understand more about the solar system?” ○ Study the photo and reread the caption on page 355. Answer the question, “how do they add to the information in the text on page 354?”

	<ul style="list-style-type: none"> ○ Reread page 356. Answer the questions, “What comparisons does the author make between Pluto and Eris? Why does she make these comparisons? Why was the discovery of Eris so significant?” ○ Reread pages 358–359. Answer the questions, “The International Astronomical Union introduced the ability to “clear the neighborhood” as criteria for a planet. What comparison does the author make to help explain this concept?” How does this analogy help readers visualize the effect that large planets have on other celestial bodies?” ○ Discuss how the diagram on page 351 helps the reader better understand the text.
<p>Writing Process: Expert Model Reading / Writing Companion</p>	<p>Students will: T50-51</p> <ul style="list-style-type: none"> ○ List features of a research report on an anchor chart. ○ Reread the first paragraph of Literature Anthology page 347. Answer the question, “What is unusual or unexpected about the way the author begins the selection?” ○ Answer the first question on page 24 of Reading/Writing Companion. ○ Answer the questions, “How did the author’s first sentence affect you? What questions did it make you ask?” ○ What do you learn from reading the 2nd paragraph? ○ What question does the final sentence want the reader to ask? Complete the rest of page 24.
<p>Spelling Practice Book</p>	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Take a post-test. ○ List the misspelled words in their writer’s notebook.
<p>Grammar Practice Book</p>	<p>Students will: T59</p> <ul style="list-style-type: none"> ○ Complete page 245 Daily Language Activity and Practice Book for assessment. Write down three independent clauses about three famous people and place them in a pile. Students will take turns selecting a paper and adding an appositive.

Weekly Standards

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 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. **[3 lessons]**

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

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[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. **[3 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. **[4 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. **[1 lesson]**

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. **[5 lessons]**

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.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. **[11 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.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. **[1 lesson]**

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

5.W.TTP.2.d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[1 lesson]**

Day 6	Instructional Plan
<p>Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.KID.3, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RI.KID.2, 5.RI.IKI.8, 5.FL.WC.4.b, 5.W.RBPK.7, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i</p>	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T43A-43Q</p> <ul style="list-style-type: none"> ○ Reread page 349. Answer the questions, “What does this section describe? How does the author use this section to support her ideas about Pluto? How does the orbit diagram on page 352 help you understand more about the solar system?” ○ Study the photo and reread the caption on page 355. Answer the question, “How do they add to the information in the text on page 354?” ○ Reread page 356. Answer the questions, “What comparisons does the author make between Pluto and Eris? Why does she make these comparisons? Why was the discovery of Eris so significant?” ○ Reread pages 358–359. Answer the questions, “The International Astronomical Union introduced the ability to “clear the neighborhood” as criteria for a planet. What comparison does the author make to help explain this concept? How does this analogy help readers visualize the effect that large planets have on other celestial bodies?” ○ Discuss how the diagram on page 351 helps the reader better understand the text.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T44-45</p> <ul style="list-style-type: none"> ○ Read the prompt aloud: <i>Think about how the author supports her ideas. How does she use organization and text features to explain Pluto’s status as a planet? Answer the question: What is the prompt asking you to write?</i> ○ Look at Literature Anthology pages 349 and 351. Answer the question, “<i>What form do most planets have? How is Pluto different?</i>” ○ Look at the diagram on page 352. Answer the question, “<i>How is Pluto’s orbit different from the other planets’ orbits?</i>” ○ Review pages 14–16 of the Reading/Writing Companion. In partners or small groups, refer to and discuss their completed charts and writing responses from those pages.
<p>Writing Process: Plan Reading / Writing Companion</p>	<p>Students will: T52-53</p> <ul style="list-style-type: none"> ○ In partners or small groups, meet to discuss scientific advances made in the 21st century. Students will write their ideas on Reading/Writing Companion page 25. ○ Choose one of the scientific advancements they identified and write a research report that focuses on how scientists developed this advancement. Students will record on page 25 the scientific advancement they selected. ○ Formulate a main idea from their topic and use online Graphic Organizer 120 to plan their research and writing. They will write the main idea in the center of the organizer.
<p>Grammar Practice Book</p>	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ In partners, use complex sentences to describe a change they have experienced. As they talk, students will listen to be sure they use at least one complex sentence.
<p>Spelling Practice Book</p>	<p>Students will: T64</p> <ul style="list-style-type: none"> ○ Take a pre-test. See Practice Book page 258. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. They will read the words aloud with partners. Then partners will do an open sort. They will record their sorts in their writer’s notebook.

Day 7	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.W.PDW.6 , 5.W.RBPK.8, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45B <ul style="list-style-type: none"> ○ Reread “The Crow and the Pitcher,” ○ Take notes about the Essential Question: <i>How can scientific knowledge change over time?</i> ○ Answer the questions, “What question might you ask yourself to determine the crow’s problem? How did you find the answer to your question?” ○ Summarize the selection. ○ Answer the questions, “<i>What do you think it means to evaluate the situation? What did the crow do after it thought about how to solve the problem?</i>”
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Write down two pieces of relevant information for their report on Reading/Writing Companion page 26. ○ In partners, practice paraphrasing information from a source and writing its bibliographical citation.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ With a partner, write as many complex sentences as they can in five minutes. Groups will review their sentences to make sure they are punctuated correctly.
Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Use a thesaurus to find synonyms for target vocabulary. See Practice Book page 263.

Day 8	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.CS.4, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.d, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45B <ul style="list-style-type: none"> ○ Answer the question, “How do the crow’s actions help convey the author’s message?” ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 18–20 of the Reading/Writing Companion.
Spelling Practice Book	Students will: T48-49 <ul style="list-style-type: none"> ○ Review homophones with teacher. ○ Identify the context clues and provide a definition for the word. ○ Write their own sentences that include homophones from the list.
Author’s Craft Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 21 and review key characteristics of imagery. ○ Identify words the author uses to create imagery in paragraph 4 on page 18. Answer the questions, “<i>How do these words help the author create an image in your mind? What mood do these words help the writer set and maintain?</i>”

	<ul style="list-style-type: none"> ○ In partners, identify additional imagery used in the rest of the story on pages 18–19 and discuss what senses the writer is appealing to. Partners will explain how the author’s use of imagery affects the mood of the story. Then pairs will share their work with the class. ○ 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"> ○ Review their Main Idea and Details chart and the research notes they took during the Plan stages. ○ Write a draft of a research report about a recent scientific advancement. They will begin with an introduction that clearly states their topic and main idea and grabs readers’ attention with an interesting fact, anecdote, or detail. ○ Exchange drafts with partners. Partners should identify each other’s main ideas and discuss how their facts and specific details support the main idea.
Grammar Practice Book	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ In groups, write a brief skit. Each character must have one line that is a complex sentence. Audience members will raise hands when they hear a complex sentence.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Discuss and figure out the meaning of <i>astrobiology</i> in the first paragraph. Students will write the meanings in their writer’s notebook. See Practice Book page 264.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.RI.IK1.7 , 5.RI.IK1.9 , 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.d, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.FL.VA.7b.iii	
Fluency Practice Book	<p>Students will: T49</p> <ul style="list-style-type: none"> ○ With a partner, alternate reading paragraphs in the passage, modeling the phrasing the teacher used.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Reread the paragraph from “Changing Views of Earth” in Reading/Writing Companion page 4. ○ Review their Main Idea and Details chart and the research notes they took during the Plan stages. ○ Write a draft of a research report about a recent scientific advancement. They will begin with an introduction that clearly states their topic and main idea and grabs readers’ attention with an interesting fact, anecdote, or detail. ○ Exchange drafts with partners. Partners should identify each other’s main ideas and discuss how their facts and specific details support the main idea.
Make Connections Reading / Writing Companion	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ In small groups, they will complete the activities on Reading/Writing Companion, page 22 and discuss how the painting, the blast, and the selections they have just read relate to the advancement of scientific knowledge. Groups will use the Four-Door Foldable® to take notes. ○ Refer to their notes on the Four-Door Foldable® as they respond to the writing prompt at the bottom of the page. When students have finished writing, the different groups will share and discuss their responses.

<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Identify and correct errors in the sentences: ○ Find a piece of their own writing in their writer's notebook and correct any errors in punctuation of clauses. See Practice Book page 256. ○ Write five complex sentences. Three of the sentences will have a dependent clause before an independent clause that purposely leaves out a comma. Partners will exchange sentences and add the punctuation.
<p>Day 10</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.SL.PKI.4, 5.SL.PKI.5, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.2.d, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.RI.KID.2</p>	
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Reread the paragraph from "Changing Views of Earth" on Reading/Writing Companion page 4. ○ Review their Main Idea and Details chart and the research notes they took during the Plan stages. ○ Write a draft of a research report about a recent scientific advancement. They will begin with an introduction that clearly states their topic and main idea and grabs readers' attention with an interesting fact, anecdote, or detail. ○ Exchange drafts with partners. Partners should identify each other's main ideas and discuss how their facts and specific details support the main idea.
<p>Spelling Practice Book</p>	<p>Students will: T65</p> <ul style="list-style-type: none"> ○ Take a post-test.
<p>Research and Inquiry Reading / Writing Companion</p>	<p>Students will: T69</p> <ul style="list-style-type: none"> ○ Prepare in order to best present their podcast. Discuss each item on the Presenting Checklist in the Reading/Writing Companion page 23. Groups will rehearse their podcasts before they present. ○ Listen actively and write down any questions. ○ Paraphrase or summarize its key ideas.
<p>Progress Monitoring</p>	<p>Students will: T104-105</p> <ul style="list-style-type: none"> ○ Progress monitor.

Unit 5 Week 3 (4 is in Q4)	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do shared experiences help people adapt to change?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Compare and contrast characters  Make, correct, or confirm predictions  Analyze the author's use of compare-and-contrast text structure  Identify and use literary elements 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary assume guarantee nominate obviously rely supportive sympathy weakling</p> <p>Vocabulary Strategy:  Describe how the author's use of idioms achieves specific purposes</p> <p>Grammar:  Explain the function of adjectives  Use adjectives that compare</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Musical Impressions of the Great Depression"</p> <p>Shared Read: "The Day the Rollets Got Their Moxie Back"</p> <p>Practice and Apply</p> <p>Anchor Text(s): Bud, Not Buddy</p> <p>Leveled Readers A: The Picture Palace O: Hard Times ELL: Hard Times B: Woodpecker Warriors</p> <p>Optional Classroom Library Trade Books SeeSaw Girl</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process:  Revise and edit a research report</p> <p>Analytical writing:  Write responses that demonstrate understanding</p>	<ul style="list-style-type: none">  Engage in collaborative discussions  Paraphrase portions of "Starting Over"  Present information about the Great Depression
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study:</p> <ul style="list-style-type: none">  Decode words with prefixes  Decode words with suffixes -less and -ness <p>Spelling Words:</p> <p>Week 3 prewash disable discolor mistaken misunderstand mistrust incorrect disconnect preview prejudge misjudge discomfort dismount disobey injustice preheats dishonest disapprove inexpensive indefinite</p> <p>Week 4 sadness gladness needless harmless darkness fullness stillness hopeless fearless weakness bottomless foolishness fondness effortless meaningless emptiness forgiveness motionless ceaseless fierceness</p> <p>Fluency:</p> <ul style="list-style-type: none">  Read fluently with accuracy and rate 	<ul style="list-style-type: none">  Identify credible sources  Create a collage about the Great Depression

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.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. **[2 lessons]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[3 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. **[2 lessons]**

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

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. **[10 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. **[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.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[3 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.6 Describe how a narrator's or speaker's point of view influences how events are described. **[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. **[24 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. **[1 lesson]**

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. **[24 lessons]**

5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats. **[1 lesson]**

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.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.SL.CC.2, 5.RL.KID.2, 5.RL.KID.3, 5.FL.VA.7a.i, 5.FL.VA.7a.iii, 5.FL.VA.7b.ii, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.FL.VA.7b.iii	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-119 <ul style="list-style-type: none"> ○ Review essential question Reading/Writing Companion page 32. <i>How do shared experiences help people adapt to change?</i> ○ Discuss in pairs or groups: <i>How were you supportive of others during a time of change? How did you rely on each other?</i> ○ In partners, discuss what they have learned about how shared experiences help people adapt to change. Students will use words and phrases from the organizer in their discussion.
Listening Comprehension Interactive Read Aloud	Students will: T120-121 <ul style="list-style-type: none"> ○ Start a historical fiction anchor chart and add characteristics of the genre. ○ Listen as teacher reads text aloud. ○ Think about other texts that they have read or that they have read independently that were historical fiction. ○ Restate the most important information from "Starting Over" in their own words in a way that maintains meaning and logical order.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 <ul style="list-style-type: none"> ○ Use the left column on page 34 to note their questions, as well as interesting words and key details from the text. ○ Predict what type of performance the girls might do for their talent show. ○ Tell how the use of an exclamation point in the sentence helps support their understanding of the word <i>swell</i>, along with the overall tone of the sentence. ○ Answer the questions, "Where are the girls, and where is their brother Ricky? How do the girls find out about Ricky's talent show? How do they feel about it?" ○ Read the first few sentences in the first paragraph. Answer the questions, "What words describe how Dad is feeling? What words describe Mom's voice? What do the words sullen and spent and the words rich with sympathy tell about how the characters are feeling?" ○ Read the first paragraph. Answer the question, "How are the people in line similar?" ○ Discuss the mood of the people waiting in line. ○ Read the second paragraph. Answer the questions, "What do Ruth and Shirley do while they are waiting in line? How do the people in line react?" Discuss how the people's mood has changed after the girls perform. ○ Reread the last sentence. Answer the questions, "Why is Ruth acting this way? What does "egged on" mean?" ○ Read from the third paragraph to the end of the story. Answer the question, "How accurate was your prediction?" ○ Infer what Ricky might have thought about the girls' experience and explain their reasons with text evidence. ○ In pairs, summarize the selection orally using their notes. Then they will write a summary in their writer's notebooks.
Vocabulary Reading / Writing Companion	Students will: T126-127 <ul style="list-style-type: none"> ○ Listen as teacher introduces vocabulary words. ○ Begin an idioms anchor chart. ○ In partners, work to figure out the meanings of the idioms <i>the cat's pajamas</i> (page 35) and <i>get the green light</i> (page 36)
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ In partners, list adjectives that describe a change in nature. Then they will use four of the adjectives in sentences to tell their partner about what happened.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take a pre-test. See Practice Book page 270 ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Then they will read the words aloud with partners. Then partners will do an open sort. They will record their sorts in their writer's notebook.

Day 2	Instructional Plan
<p>Student Learning Targets: 5.FL.SC.6.j, 5.RL.KID.1, 5.RL.KID.3, 5.FL.VA.7b.i, 5.RL.CS.6, 5.FL.WC.4.b, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii</p>	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T128-135</p> <ul style="list-style-type: none"> ○ Add any additional points about the strategy to the make predictions anchor chart. ○ Make predictions about who the main characters are, and what kind of ending the story will have. ○ In partners, describe what is happening in the illustration on page 36 and how the characters appear to be feeling based on their expressions. Students will use these observations to make predictions about the characters. Partners will identify details in the last paragraph on page 36 as well as in subsequent pages of the story that help them confirm or revise their predictions. ○ Add features to the historical fiction anchor chart. ○ In partners, list another example of dialect in "The Day the Rollets Got Their Moxie Back." Partners will discuss what the example of dialect might mean and why the author might have included it in this historical fiction story. Partners will share and compare their findings with the class. ○ Students will read the online Differentiated Genre Passage, "Nancy's First Interview." ○ Add to the character, setting, plot anchor chart. ○ Using the graphic organizer on page 43, students will record details about the characters' actions at the soup kitchen. ○ In pairs, write a summary of the ways in which the narrator's and Dad's feelings throughout the story are similar and different. A volunteer will share their summaries with the class. ○ Reread parts of "The Day the Rollets Got Their Moxie Back" and analyze the techniques the author used in writing the selection. ○ Answer the questions, "Who is the narrator when a story is told from a first-person point of view? Who narrates a story told from a third-person point of view? How do these points of view affect what you learn about the characters and events? What point of view is the story written from? Why might the author have written the story from this point of view?" ○ Reread paragraphs 2–4 on page 36 and answer the questions, "What is similar about the ways the characters respond to the family's struggles? What message is the author sending by showing how the family responds to their troubles?" ○ Reread page 37 and answer the questions, "What words and phrases does the author use to help you understand how the father is feeling in paragraphs 1 and 6? How does the author use imagery to show the father has changed by the end of the story?"
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T136-137</p> <ul style="list-style-type: none"> ○ Read the prompt aloud. <i>How does the author show the message that a simple action can change how people feel?</i> ○ Answer the question, "What is the prompt asking?" ○ Reread the first two sentences on page 35 and answer the question, "What effect does Ricky's letter have on the narrator?" ○ Continue rereading the rest of page 35 and answer the question, "How do you know that the letter improves the narrator's mood?" ○ Look for other examples in the text that show how simple actions change how characters feel. ○ In pairs, students will use the sentence starters on Reading/Writing Companion page 44 and answer the question, "How does examining the author's descriptions of the family members' moods help you understand the ways that simple actions can change how people feel?"
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T140-141</p> <ul style="list-style-type: none"> ○ In a group, use an online Accordion Foldable® to record information on various aspects of the Great Depression. ○ In a group, create a collage about the Great Depression. ○ In a group, discuss each member's role and plan for how they will conduct research, gather materials, and put the collage together.
<p>Grammar Practice Book</p>	<p>Students will: T156</p> <ul style="list-style-type: none"> ○ In partners, write three sentences that use adjectives to describe an animal. Then they will read their sentences aloud. Then partners will exchange papers and replace the adjectives with new ones.

Day 3	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.FL.VA.7b.ii , 5.FL.VA.7b.iii	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T141A-1410</p> <ul style="list-style-type: none"> ○ Fill in the graphic organizer to record details about the character on the Character Trait Graphic Organizer 62. ○ Answer the questions, “What is the meaning of the idiom, “so that’s how the cookie’s going to crumble,” on page 368? What is another idiom on page 368? What does it mean? What is a synonym for dialect? What examples of dialect can you find on page 368? What does “I’ma” mean? What evidence tells you this is historical fiction? Why does Bud go back upstairs? What do you think Steady Eddie will give him? Which adjective phrase shows why the bathroom is strange for Bud?” ○ In partners, practice using the idiom “man” to express surprise or frustration. ○ Answer the questions “What is the meaning of “what’s the scoop?” What is the meaning of “cop a squat?” ○ Add information to their graphic organizer to compare and contrast characters’ actions. ○ Turn to a partner and paraphrase Miss Thomas’s dialogue and Bud’s thoughts. Then they will predict what is going to happen next. ○ Choral read page 370 paragraph 13, and students will use context clues to understand the meaning of “cop a squat.” Answer the questions, “Does Bud know what “cop a squat” means? How did that gesture help Bud understand what to do?” ○ Recall what the adults said on pages 368–369 and connect it with their actions when Bud appears. ○ Answer the questions, “Why does Miss Thomas hold onto Bud’s arms and tell him not to forget their conversation? What does she think Bud might do if things get hard? What information about Miss Thomas and Bud helps you make these inferences?” ○ Analyze the relationship between Miss Thomas and Bud. ○ Answer the questions, “What examples of dialect can you find on page 374? What might he think Steady Eddie wanted to do? How does Bud feel about Steady Eddie after seeing the gift? How does the way Steady Eddie treats Bud compare to the way Miss Thomas treats him?” ○ Reread the first paragraph on page 375 and answer the questions, “What two things are being compared? Is this a simile or a metaphor? How do you know?” ○ Choral read page 374 paragraph 7, and at the images on pages 374 and 375. Students will discuss what type of suitcase Bud is talking about. ○ Answer the questions, “Is Bud talking about a real baby here? What does Bud mean when he says that the suitcase “looks like a baby one to his”?” ○ Discuss other things that are “baby” compared to larger things. ○ Compare the characters’ reactions after Steady Eddie gives Bud a gift and add the information to their organizer. ○ Reread the last five paragraphs on page 377. Turn to a partner and say a name you predict the band might give Bud. ○ Answer the question, “What name does each band member suggest?” and add this to their organizer. ○ Answer the questions, “How do the band members decide Bud’s new name? How does Bud feel about the new name?” ○ Review that the author’s purpose is to entertain, but he may have had more reasons. ○ Read the biographies of the author and the illustrator.
<p>Grammar Minilessson Practice Book</p>	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Find a picture of a person or place and write a caption for it. Captions should include multiple adjectives, including one proper adjective. Students will show the pictures and read aloud their captions to the group.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Orally complete each sentence stem.

	<ul style="list-style-type: none"> ○ With a partner, ask and answer questions using each of the words. See Practice Book page 276.
<p>Day 4</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.RL.KID.1, 5.RL.KID.3, 5.W.RBPK.9, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii</p>	
<p>Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text</p>	<p>Students will: T141A-141P</p> <ul style="list-style-type: none"> ○ Fill in the graphic organizer to record details about the character on the Character Trait Graphic Organizer 62. ○ Answer the questions, “What is the meaning of the idiom, “so that’s how the cookie’s going to crumble,” on page 368? What is another idiom on page 368? What does it mean? What is a synonym for dialect? What examples of dialect can you find on page 368? What does “I’ma” mean? What evidence tells you this is historical fiction? Why does Bud go back upstairs? What do you think Steady Eddie will give him? Which adjective phrase shows why the bathroom is strange for Bud?” ○ In partners, practice using the idiom “man” to express surprise or frustration. ○ Answer the questions “What is the meaning of “what’s the scoop?” What is the meaning of “cop a squat?” ○ Add information to their graphic organizer to compare and contrast characters’ actions. ○ Turn to a partner and paraphrase Miss Thomas’s dialogue and Bud’s thoughts. Then they will predict what is going to happen next. ○ Choral read page 370 paragraph 13, and students will use context clues to understand the meaning of “cop a squat.” Answer the questions, “Does Bud know what “cop a squat” means? How did that gesture help Bud understand what to do?” ○ Recall what the adults said on pages 368–369 and connect it with their actions when Bud appears. ○ Answer the questions, “Why does Miss Thomas hold onto Bud’s arms and tell him not to forget their conversation? What does she think Bud might do if things get hard? What information about Miss Thomas and Bud helps you make these inferences?” ○ Analyze the relationship between Miss Thomas and Bud. ○ Answer the questions, “What examples of dialect can you find on page 374? What might he think Steady Eddie wanted to do? How does Bud feel about Steady Eddie after seeing the gift? How does the way Steady Eddie treats Bud compare to the way Miss Thomas treats him?” ○ Reread the first paragraph on page 375 and answer the questions, “What two things are being compared? Is this a simile or a metaphor? How do you know?” ○ Choral read page 374 paragraph 7, and at the images on pages 374 and 375. Students will discuss what type of suitcase Bud is talking about. ○ Answer the questions, “Is Bud talking about a real baby here? What does Bud mean when he says that the suitcase “looks like a baby one to his?” ○ Discuss other things that are “baby” compared to larger things. ○ Compare the characters’ reactions after Steady Eddie gives Bud a gift and add the information to their organizer. ○ Reread the last five paragraphs on page 377. Turn to a partner and say a name you predict the band might give Bud. ○ Answer the question, “What name does each band member suggest?” and add this to their organizer. ○ Answer the questions, “How do the band members decide Bud’s new name? How does Bud feel about the new name?” ○ Review that the author’s purpose is to entertain, but he may have had more reasons. ○ Read the biographies of the author and the illustrator. ○ Use information from their Character Web to summarize the most important details of the story. ○ Reread to develop a deeper understanding of the story and answer the questions on Reading/Writing Companion pages 46–48.
<p>Grammar Practice Book</p>	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Find a piece of their own writing in their writer’s notebook and correct any errors in their use of adjectives, acronyms, organizations, and titles. See Practice Book page 268. ○ Complete this sentence: <i>I’m thinking of something that is ____, ____, and ____.</i> They will put their sentences in a pile. Students will take turns choosing a sentence, reading it aloud, and guessing what is described.

Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. They will use a print or a digital dictionary to check and correct their spellings. See Practice Book page 273. ○ In partners, do a blind sort: one reads a Spelling Word Card; the other tells under which prefix it belongs. Then partners will use one set of word cards to play Concentration. They will match words with the same prefix.
Day 5	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.j, 5.W.PDW.5, 5.FL.SC.6.i, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-O <ul style="list-style-type: none"> ○ Reread page 367 and answer the questions, “What is the name of Bud’s set of rules? What does this suggest about Bud’s life up to this point?” ○ Reread pages 368–369 and answer the questions, “What does the author reveal about Bud through his responses to the conversation he overhears? How does the author show how Bud will have to change to stay with the band? How do these expectations compare to Bud’s original set of rules? How is he affected by this?” ○ Analyze the relationship between Bud and the band members as you read further. ○ Answer the question, “Miss Thomas says, “There’s lots wrong, but not with that car.” What does she mean? What text evidence supports your understanding?” ○ Reread page 376 and answer the questions, “What new rule does Bud have? How does this new rule reveal changes in Bud’s life?” ○ Reread page 378 and answer the questions, “How does the author help you understand how Bud changes as he becomes part of the band? How does this show that he has changed during the story?” ○ Answer the questions, “Christopher Paul Curtis uses figurative language as part of the dialogue throughout the story. Why is the use of this language appropriate?” ○ In partners, review Floyd Cooper’s illustrations throughout the story and discuss how they add to the author’s character development. Students will use the sentence frame: This illustration shows character development by... ○ Use text evidence to support their idea.
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Volunteers to share their revised versions, ○ Review their drafts, focusing on the logical and correct order of their sentences and paragraphs. They will use sequence words to indicate the correct order of events. ○ List the criteria they should consider when revising a research report.
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Take a post-test. See Practice Book page 270.
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Take an assessment in the Daily Language Activity and Practice Book on page 269.