

Essential Question: Why is it important to learn procedures and routines?

Learning Target:

- Engage effectively in whole class and peer discussions.
- State, clarify and support ideas in a constructive conversation.
- Learn build knowledge Vocabulary Words

Learning Target

- Understand the unit topic and knowledge goals.
- Share ideas/ ask questions about cultivating natural resources.
- Use text evidence to answer questions

Question Stems

- Analyze the text and identify the text features. How do the text features contribute to the text?

No Standard Review: Beginning of School Routines ELA.5.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple meanings and unknown words and phrases.

Writing Standards: ELA.5.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Grammar Standards: ELA.5.C.3.1 Follow the rules of Standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Skill: Using Conjunctions to Join Words and Phrases

Vocabulary Standards: ELA 5. V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing
ELA.5.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

[Strategies and Skills to Build Knowledge](#)

Whole Group: Cultivating Natural Resources Consumable

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| Teacher Planning | Teacher Planning | Teacher Planning | <p><u>Thursday</u> Establishing Routines: Smooth Transitions TG: 18-19 (Creating a Collaborative Atmosphere)</p> <p>Go over Unit 1 Grammar (Coordinating Conjunctions) Coordinating Conjunctions</p> | <p><u>Friday</u> Modeling how to take notes in the Digital Platform on Consumables and E-books leveled readers</p> <p>STAR Testing</p> |
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Small Group: Routines

All Groups will read their designated portions for each day and either Respond to the text in their Response Journals or answer ALD questions

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| Teacher Planning | Teacher Planning | Teacher Planning | <p><u>Thursday</u> Day 1 routines Transitions and Peer to Peer Expectations and Routines RR 6</p> | <p><u>Friday</u> Transitions and Peer to Peer Expectations and Routines RR 6</p> |
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Writing and Grammar Using Conjunctions to Join Words and Phrases

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| Teacher Planning | Teacher Planning | Teacher Planning | <p><u>Thursday</u> <u>Review Classroom expectations and Procedures</u></p> <p>Response to Writing: RR 5</p> <p>Writing to Sources: Argumentative Writing (Day 4) TG 17</p> | <p><u>Friday</u> TE p 21 (Day 5) Writing to Sources: Argumentative Writing</p> <p>Spelling Test Short Vowel Syllables (Will be next week 1st spelling test)</p> <table border="0"> <tr> <td>1. planet</td> <td>7. industry</td> </tr> <tr> <td>2. contest</td> <td>8. public</td> </tr> <tr> <td>3. problem</td> <td>9. minimum</td> </tr> <tr> <td>4. already</td> <td>10. president</td> </tr> <tr> <td>5. fraction</td> <td>11. sensitive</td> </tr> <tr> <td>6. different</td> <td>12. commitment</td> </tr> </table> | 1. planet | 7. industry | 2. contest | 8. public | 3. problem | 9. minimum | 4. already | 10. president | 5. fraction | 11. sensitive | 6. different | 12. commitment |
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| 6. different | 12. commitment | | | | | | | | | | | | | | | |

Vocabulary: author's perspective, author's purpose, text structure, cause and effect, text features, subjective/objective

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

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[Word Study Listening Center: Paul Bunyan and the Great Popcorn Blizzard](#)

Essential Question and Question Stems: Why do we value certain qualities in people?

Learning Target

- Analyze Story Elements
- Describe how authors develop a character's perspective.

Learning Target

- Summarize including plot and theme
- Analyze how figurative language contributes to meaning

Question Stems

- How does (character) react when ____?
- Why do they act this way?
- How is this reaction different from (different character)?
- How is (setting 1) different from (setting 2)?
- Why is this important to the story?
- How is their perspective different?
- What are characters able to do because of the setting they are in?
- Can you imagine the setting differently?
- What happened at the beginning, middle, and end of the (story, drama, poem)?

- What is a summary of this (story, drama, poem)?
- What does ___ represent in the (story, drama, poem)?
- What is the theme of the (story, drama, poem)?
- What helped you decide that this is the theme?
- How does the theme relate to the character's actions?
Why does ___ feel (sad, angry, elated, etc.)
- What text clues let you know they are feeling this way?
- Why do they react differently?
- How does the setting impact the story?
- How do paragraphs __ and __ contribute to the overall development of the main character? Select details to support your response.

Unit 2 Week 1 Standards: ELA.5.RL.1.1 Analyze how settings, events, conflict, characterization contribute to the plot of a literary story
ELA.5 .R.1.3 Describe how an author develops a character's perspective in a literary text.(comparing characters)** **ELA.5.R.3.2A Summarize a text to enhance comprehension, include plot and theme**

** Highlighted standard is focus/spotlight**

Writing Standards: ELA.5.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Grammar Standards: ELA.5.C.3.1 Follow the rules of Standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA 5. V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing
 ELA.5.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Whole Group: Developing Characters' Relationships

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| <p>Day 1 Introduce essential question and video- unit 2 day 1 video</p> <p>(continuing in consumable into small group)</p> <p>Build Knowledge Word Chart</p> | <p>Day 2 Unit 2 Short read 1 "The Drive Down"</p> <p>Response to Literature: See Mini Lesson 2 Guided Practice on TG 137</p> | <p>Day 3 Unit 2 Short read 1 "The Drive Down"</p> <p>Mini Lesson 7: Analyze Characters in a Story TG 146-147</p> <p>Chart of characters</p> | <p>Day 4 Unit 2 Short Read 2 "Grandpops Surprise"</p> <p>Mini Lesson 12 Describe How Authors Use Dialogue to Develop a Character's Perspective TG 156-157</p> <p>Begin Blueprint pg. IV Response to Literature: Refer to page 10 in consumable #2</p> | <p>Day 5 Unit 2 Week 1 Assessment</p> <p>Use this block to go through an assessment together with students, modeling how to chunk the text for understanding, answer questions, eliminate choices, and finding evidence to support your answers.</p> |
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Small Group: Developing Characters' Relationships Consumable

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| <p>Day 1 TG 136-137 Unit 2 Short read 1 Mini Lesson 2: First Reading: Draw Inferences to Build Knowledge about Realistic Fiction "The Drive Down"</p> | <p>Day 2 TG 140-141 Mini Lesson 4: Analyze How Story Elements Contribute to Plot and Summarize "The Drive Down"</p> | <p>Day 3 TG 152-153 Mini Lesson 10 Make Connections Unit 1 Short Read 2 "Grandpops Surprise"</p> | <p>Day 4 TG 158-159 Short Read 1 The Drive Down Short Read 2 Grandpop's Surprise</p> <p>Mini Lesson 13: Analyze How Visual Elements Contribute to Meaning and Tone</p> | <p>Day 5 Use small to go through questions on Unit 2 Week 1 assessment</p> |
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Writing and Grammar: Opinion (Argumentative Essay)

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| <p>Day 1 TG 138-139 Mini Lesson 3 Write an Opinion Essay: Analyze a Mentor Text</p> <p>Grammar: "The Drive Down" Review Past Perfect Verb Tense</p> | <p>Day 2 TG 144-145 Mini Lesson 6 Write an Opinion Essay: Analyze an Author's Claim, Reasons, and Evidence Grammar: Form and Use the Past Perfect Tense</p> | <p>Day 3 TG 150-151 Mini Lesson 9 Writing an Opinion Essay: Read a Source Text to Find Facts and Details</p> | <p>Day 4 TG 154-155 Mini Lesson 11: Write an Opinion Essay: Analyze a Concluding Statement</p> | <p>Day 5 Spelling Test R-controlled Vowels</p> <table border="0"> <tr> <td>1. adore</td> <td>7. margin</td> </tr> <tr> <td>2. absorb</td> <td>8. partial</td> </tr> <tr> <td>3. corporation</td> <td>9. source</td> </tr> <tr> <td>4. court</td> <td>10. square</td> </tr> <tr> <td>5. depart</td> <td>11. support</td> </tr> <tr> <td>6. important</td> <td>12. upstairs</td> </tr> </table> | 1. adore | 7. margin | 2. absorb | 8. partial | 3. corporation | 9. source | 4. court | 10. square | 5. depart | 11. support | 6. important | 12. upstairs |
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| 5. depart | 11. support | | | | | | | | | | | | | | | |
| 6. important | 12. upstairs | | | | | | | | | | | | | | | |

Vocabulary: summarize, inference, perspective, plot, theme, figurative language, literary, perspective, characterization, realistic fiction, character trait

Para Center: 3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to know

abstract, scolding

Essential Question: Why do we value certain qualities in people?

Learning Target

- Analyze how story elements contribute to a plot
- Describe how authors develop a character's perspective

Learning Target

- Summarize including plot and theme
- Analyze how figurative language contributes to meaning

Question Stems

- What happened at the beginning, middle, and end of the (story, drama, poem)?
- What is a summary of this (story, drama, poem)?
- What does ___ represent in the (story, drama, poem)?
- What is the theme of the (story, drama, poem)?
- What helped you decide that this is the theme?
- How does the theme relate to the character's actions? Why does ___ feel (sad, angry, elated, etc.)
- What text clues let you know they are feeling this way?
- What does the phrase ___ mean? Select phrases from the text that reveal the meaning of ___.
- What do ___ character's comments reveal about them? Based on the ____, how have ___ (character) actions affected ___ (different character)?
- What does the following quote reveal about ___ (character) feelings?
- How does the setting affect the tone?

- What does the statement,!, reveal about a character?
- What does the ___ paragraph reveal about the narrator in the text? Which incident propelled ___ (character) to ___?
- What does ___ (character) thoughts reveal about ___?
- How does ___ (character) thoughts and reactions in paragraphs ___ - ___ propel the action in the text?
- How does ___ (character) decision advance the plot?
- What effect does the setting have on ___ (character)? In paragraph ____, what motivates ___ (character) to ___?
- How does the conflict change ___ (character) in the text?
- Which quote from the text represents how the conflict affects ___ (character) attitude? What is the effect of the use of first person narrator
- Which quote from the text represents how the conflict affects ___ (character) attitude? What is the effect of the use of first person narrator
- In paragraph ____, what motivates ___ (character) to ___?

Unit 2 Week 2 Standards: ELA.5.RL.1.1 Analyze how settings, events, conflict, characterization contribute to the plot of a literary story **ELA.5 .R.1.3 Describe how an author develops a character's perspective in a literary text.(**comparing characters)** **ELA.5.R.3.2A Summarize a text to enhance comprehension, include plot and theme**

ELA.5.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple meanings and unknown words and phrases; ELA.5.R.2.1 Explain how text structures and/or text features contribute to the overall meaning of the text

Writing Standards: ELA.5.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Grammar Standards: ELA.5.C.3.1 Follow the rules of Standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA 5. V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing

ELA.5.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Whole Group: Developing Characters' Relationships

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| <p>Day 1 Mini Lessons 1: First reading: Draw inferences to build knowledge about realistic fiction Build vocabulary and preview the text: TE 168- Extended Read 1: Sky Glitter</p> | <p>Day 2 Mini Lesson 4: Extended Read 1: Sky Glitter Analyze how characterization contributes to the plot</p> | <p>Day 3 Mini Lesson 5: Extended Read 1: Sky Glitter Use Context Clues to Determine meaning TE 176 Response to Literature: Student Book: #1 page 18</p> | <p>Day 4 Mini Lesson 8: Describe how an author develops a character's perspective- partner talk with close reading question- TE 182 Extended Read 1: Sky Glitter: Response to Literature: Student Book: #2 page 18</p> | <p>Day 5 Build Knowledge: Discuss Blueprint: TE page 194 Student Book: Page 18- Build, Reflect, #3- Students will discuss with partner Unit 2 Week 2 Assessment</p> |
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Small Group: Leveled Readers **Dad Came Home(Level R)** **The Cadence of War (Level T)** **Warsame (Level V)**

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| <p>Day 1 Dad Came Home p. 2-5 The Cadence of War p. 2-4 Warsame p. 2-5</p> | <p>Day 2 Dad Came Home p.6-9 The Cadence of War p.5-6 Warsame p. 6-9</p> | <p>Day 3 Dad Came Home p. 10-12 The Cadence of War p. 7-10 Warsame p. 10-11 Use character organizer</p> | <p>Day 4 Dad Came Home p.13-15 The Cadence of War p. 11-15 Warsame p. 13-17</p> | <p>Day 5 Dad Came Home Summarize chapters 1-3 The Cadence of War Summarize chapters 1-3 Warsame Summarize chapters 1-3</p> |
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Writing and Grammar: Write an Opinion Essay

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| <p>Day 1 TG 172-173 Mini Lesson 3: Write an Opinion Essay: Read and Analyze the Text Based Prompt</p> | <p>Day 2 TG 178-179 Mini Lesson 6: Write an Opinion Essay: Develop Reasons Based on Relevant Evidence from Sources</p> | <p>Day 3 TG 184-185 Mini Lesson 9 Write an Opinion Essay: Use Relevant Evidence from Sources to Support a Claim</p> | <p>Day 4 TG 188-189 Mini Lesson 11 Write an Opinion Essay: Plan and Organize Your Opinion Essay</p> | <p>Day 5 TG 192-193 Mini Lesson 13 Grammar Used Varied Transitions to Link and Organize Ideas Spelling Test Closed Syllable 1. drastic 7. suspect 2. suggest 8. witness 3. packet 9. function 4. victim 10. monument 5. exception 11. transit 6. instant 12. gossip</p> |
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Vocabulary: summarize, inference, perspective, plot, theme, figurative language, literary, perspective, characterization, realistic fiction, character trait

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

canteens

Essential Question: *Why do we value certain qualities in people?*

Learning Target

- **Describe how authors develop a character's perspective**
- **Summarize including plot and theme**

Learning Target

- **Explain the development of a literary theme**
- **Analyze how figurative language contributes to the meaning**

Question Stems

- Which quote supports the theme of _____?
- How does the main character help develop the theme of the text?
- How does the setting support the theme?
- Which statement is the theme of the text?
- Which quote supports the theme that _____?
- How do characters influence the theme? How does the conflict influence the theme?

- How would you summarize this text?
- Identify an example of figurative language.
- What words or phrases help you to understand the meaning of the figurative language that is used?

Unit 2 Week 3 Standards: **ELA.5.RL.1.2 Explain the development of a stated or implied theme throughout a literary text.** ELA.5.R.1.3 Describe how an author develops a character's perspective in a literary text. (**comparing characters) ELA.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem. ELA.5.R.3.1 Analyze how figurative language contributes to meaning in texts. ELA.5.R.3.2A Summarize a text to enhance comprehension, include plot and theme

Writing Standards: ELA.5.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Grammar Standards: ELA.5.C.3.1 Follow the rules of Standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA 5. V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing

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ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Whole Group: Developing Characters' Relationships Consumable

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| <p>Day 1 Mini lesson 1: Extended Read 2: Ernie's Secret First reading: Make connections to build knowledge about realistic fiction Preview the text and build vocabulary- desperate, jagged, clarified, glinting</p> | <p>Day 2 TG 206-208 Mini Lesson 4: Summarize a Literary Text</p> | <p>Day 3 Mini Lesson 9: Close Reading Explain the development of a theme Build Knowledge: Discuss the blueprint and build toward the culminating task. *Add to blueprint</p> | <p>Day 4 Unit 2 Assessment</p> | <p>Day 5 Unit 2 Writing Prompt (Complete in Writing block also)</p> |
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Small Group: Developing Characters' Relationships Consumable

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| <p>Day 1 Mini lesson 2: Summarize a literary text Extended Read 2: Ernie's Secret TE page 206</p> | <p>Day 2 Mini Lesson 7: Close reading: Extended Read 2: Ernie's Secret Describe how an author uses dialogue to develop character's perspective</p> | <p>Day 3 Mini Lesson 12 "Casey at the Bat" Analyze Figurative Language: Hyperbole Mini Lesson 14: Unit Wrap-up: Demonstrate Knowledge and Share Real World Perspectives</p> | <p>Day 4 Unit 2 Assessment</p> | <p>Day 5 Unit 2 Writing Prompt</p> |
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Writing and Grammar: Opinion Essay

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| <p>Day 1 TG 204-205 Mini Lesson 3: Write an Opinion Essay: Draft and Effective Opening Paragraph</p> | <p>Day 2 TG 210-211 Mini Lesson 6: Write an Opinion Essay: Incorporate Reason Supported by Facts and Details</p> | <p>Day 3 Mini Lesson 8: Write an Opinion Essay: Revise to Link Opinions with Reasons Using Varied Transition</p> | <p>Day 4 Mini Lesson 13: Write an Opinion Essay: Evaluate and Reflect on Writing</p> | <p>Day 5 Spelling Test Words with open syllables 1. belong 7. vital 2. frequent 8. nation 3. recite 9. fragrant 4. municipal 10. migrate 5. deprive 11. zero 6. labor 12. resolve</p> |
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Vocabulary: summarize, inference, perspective, plot, theme, figurative language, literary, perspective, characterization, realistic fiction, character trait

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

stoop, destination, mumbles, exception, adventure, blotting out, ledges, content, civilization, scampers

Essential Question: How do we decide which resources we should develop?

Learning Target

- Explain how relevant details support the central ideas
- Explain how text features contribute to overall meaning

Learning Target

- Summarize an informational text: include central idea and relevant details
- Track the development of an argument
- Use context clues to determine meaning

Question Stems

- What is the central idea of the entire passage?
- What is the central idea of just this paragraph?
- What details support the central idea?
- Why is ____ a good title for this article?
- How do the details support this being a good title?
- If you were going to make a new title, what would it be?
- What details gave you the idea for that title?
- What details tell more about the idea?

- What do you think the author wants the readers to know?
- Summarize the information in a few sentences.
- How do the text features add to your understanding to the text?
- What information do you learn from the text features that can not be found in the text?
- “What piece of evidence most strongly supports the author’s claim that _____?”
- What evidence does the author use to support the idea ____?

Unit 1 Week 1 Standards: **ELA.5.R2.2** - Explain how relevant details support the Central Idea **ELA.5.R2.1** - Explain how text structures and/or features contribute to the overall meaning **ELA.5.R2.4** Track the development of an argument, identifying the specific claim(s), evidence, and reasoning

Writing Standards: **ELA.5.C.1.3** Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. **ELA.5.C.1.5** Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Grammar Standards: **ELA.5.C.3.1** Follow the rules of Standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: **ELA.5.V.1.1** recognize/use academic vocabulary in speaking and writing **ELA.5.V.1.3** apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine mean

| Strategies and Skills to Build Knowledge | | | | |
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| Whole Group: Cultivating Natural Resources Consumable | | | | |
| <p>Day 1 Unit 1 Opener Video Introduce the Knowledge Focus: Cultivating Natural Resources (TG PG. 20-21) First Reading: Ask questions to build knowledge about natural resources Introduce the blueprint Mini Lesson 1 Short Read 1: The Structure of a Corn Plant pg. 4-5 Annotate the text</p> | <p>Day 2 (TG pg. 26-27) Mini Lesson 4 Explain how relevant details support the Central Idea and Summarize . Second Read: Short Read 1 The Structure of a Corn Plant: Reread and discussing Central Idea and Key Details Begin the blueprint</p> | <p>Day 3 (TG pgs-38-39) Mini Lesson 10 First Read: Short Read 2: The Future of a Crop Create Mental Images to Build Knowledge about Natural Resources and Continue the blueprint</p> | <p>Day 4 (TG pgs 44-45) Mini Lesson 13 Track the Development of an Author's Argument Second Read: Short Read 2: The Future of a Crop</p> | <p>Day 5 Unit 1 Week 1 Assessment</p> |
| Small Group: Consumable | | | | |
| <p>Day 1 TE 22-23 Mini Lesson 2 Ask Questions to build knowledge The Structure of a Corn Plant</p> | <p>Day 2 (TG 32-33) Mini Lesson 7 Continue the blueprint Meaning Short Read 1 The Structure of a Corn Plant: : Explain how Text Structures Contributes to the Meaning (Cause and Effect)</p> | <p>Day 3 (TG pgs 42-43) mini lesson 12 Short Read 2: The Future of a Crop Explain how text features contribute to the overall meaning of the text.</p> | <p>Day 4 (TG 48-49) Mini Lesson 15 Discuss the Blueprint/Build Toward Culminating Tasks</p> | <p>Day 5 Unit 1 Week 1 Assessment</p> |
| Writing Expository Essay Grammar Coordinating Conjunctions | | | | |
| <p>Day 1 TG 24-25 Mini Lesson 3 Analyze a Mentor Text</p> | <p>Day 2 TG 30-31 Mini Lesson 6 Gather Facts and Relevant Details from a Print Source</p> | <p>Day 3 TG 36-37 Mini Lesson 9 Listen and View to Gather Facts and Relevant Details</p> | <p>Day 4 TG 40-41 Mini Lesson 11 Analyze and Author's Organization</p> | <p>Day 5 TG 46-47 Spelling Test Short Vowels 1.planet 7. industry 2. contest 8. public 3. problem 9. minimum 4. already 10. president 5. fraction 11. sensitive 6. different 12. commitment</p> |
| <p>Vocabulary: text structure, relevant details, central idea, text features, cause, effect, author perspective, author purpose, summarize, analyze</p> | | | | |
| <p>Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards</p> | | | | |
| <p>3rd Grade - Comprehension Intervext Structure Contributes to Overall Meaning 4th Grade Comprehension Intervention Lessons</p> | | | | |

Vocabulary Words to Know

generate, edible, commercially

Essential Question: How do we decide which resources we should develop?

Learning Target

- **Identify key details and determine central ideas.**
- **Draw on Information from Multiple Sources**

Learning Target

- **Determine Author's point of view and purpose**
- **Integrate information from several texts on the same topic**

Question Stems

- What is the author's point of view about _____?
- How does paragraph ___ support the author's point of view?
- What is the author's purpose in the text?
- How is (text 1) like (text 2)? How are they different?
- What is the difference between the first-person text and the article without a first-person point of view?
- How are the important points in (text 1) the same as the important points in (text 2)? How are they different?
- What information is added by reading the second text?

- What is the central idea of the entire passage?
- What details tell more about that idea?
- What is the central idea of just this paragraph?
- What details support the central idea?
- Why is ____ a good title for this article?
- How do the details support this being a good title?
- If you were going to make a new title, what would it be?
- What details gave you the idea for that title?
- What do you think the author wants the readers to know?
- Summarize the information in a few sentences.

Unit 1 Week 2 Standards: ELA.5.R2.2 - Explain how relevant details support the Central Idea ELA.5.R2.1 - Explain how text structures and/or features contribute to the overall meaning ELA.5.R2.4 Track the development of an argument, identifying the specific claim(s), evidence, and reasoning **ELA.5.R2.3 Analyze Author's Perspective and Purpose**

Writing Standards: ELA.5.C.1.4. Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. ELA.5.C.1.5. Improve writing by planning, revising, editing, with guidance and support from adults and feedback from peers. ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

[Strategies and Skills to Build Knowledge](#)

Whole Group: Cultivating Natural Resources Consumable

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| <p>Day 1 Extended Read 1: A Short History of a Special Plant pgs 12-16 Ask Questions to Build Knowledge about Natural Resources TG pgs 54-55</p> | <p>Day 2 Extended Read 1: A Short History of a Special Plant Reread and Explain How Relevant Details Support Central Ideas and Summarize TG pgs 60-61 <i>Begin the blueprint</i></p> | <p>Day 3 Extended Read 1: A Short History of a Special Plant Analyze the Author's Perspective and Purpose TG pgs 68-69 <i>Continue the blueprint</i></p> | <p>Day 4 Explain how Text Structure and Text Features Contribute to the Overall Meaning TG pgs 72-73 <i>Add to blueprint</i></p> | <p>Day 5 Unit 1 Week 2 Assessment Explain how Relevant Details Support Central Ideas (TG 80-81) Discuss Blueprint</p> |
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Small Group: Leveled Readers [Solar Powered Sammy \(R\)](#) [Growing Food \(S\)](#) [Observing Animals](#)
 All Groups will read their designated portions for each day and either Respond to the text in their Response Journals or answer ALD questions

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| <p>Day 1 Solar Powered Sammy: p.2-4 Growing Food: p. 4-5 Observing Animals: Text 2 Birds and Bees...Read pgs 4-5 and respond to questions</p> | <p>Day 2 Solar Powered Sammy: Read p.5-7 (respond in Journal) Growing Food: Read pages 6-7 and respond in journal Observing Animals:Read pgs 6-7 and respond to questions</p> | <p>Day 3 Solar Powered Sammy: Read p.8-10 and respond in journal Growing Food: Read 8-9 and respond to journal Observing Animals: Read pgs 8-9</p> | <p>Day 4 Solar Powered Sammy: p. 11-13 Reread Chapter 2 and respond to questions or ALD questions Growing Food: 10-11 Observing Animals: 10-11</p> | <p>Day 5 All Three differentiated Readers will practice summarizing these texts using the standards taught this week. Central Idea/Relevant Details Explain how Text Features Contribute Analyze Author's Perspective</p> |
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Writing and Grammar: Expository Essay[Spelling and Grammar \(TG pg. 8-9\)](#) **Grammar:** Recognize Appropriate Shifts in Verb Tense (past, present, future) (TG pg. 34-35)

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| <p>Day 1 TG pg. 58-59 Read and Analyze a Text-Based Prompt</p> | <p>Day 2 TG pg. 64-65 Gather Facts and Relevant Details from a Print Source</p> | <p>Day 3 TG pg. 70-71 Listen and gather notes from a Video Source</p> | <p>Day 4 (G 74-75 TG pgs 78-79 Plan and Organize Your ideas Grammar; Combine Sentences for Meaning, Interest, Style</p> | <p>Day 5 Coordinating Conjunctions Spelling Test- words with long vowels 1. bright 7. yielded 2. replied 8. weigh 3. payable 9. human 4. reasonable 10. obliged 5. exploded 11. raised 6. Explained 12. elevate</p> |
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Vocabulary: text structure, relevant details, central idea, text features, cause, effect, author perspective, author purpose, summarize, analyze

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards
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Vocabulary Words to Know

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Essential Question: How do we decide which resources we should develop?

Learning Target

- Explain how text features contribute to the overall meaning
- Analyze an author's perspective or purpose

Learning Target

- Explain how figurative language and other poetic elements work together

Question Stems

- Identify an example of figurative language in the text.
- What lines help you to understand the meaning of the figurative language used?
- How many stanzas are in the poem?
- How does stanza __ relate to stanza __?
- What text features can you identify in the text?
- How do the text features help you to better understand the text?

- What is the author's perspective? What evidence supports your answer?
- What is the author's purpose in writing this text? What evidence supports your answer?

Unit 1 Week 3 Standards: **ELA.5.R.1.4- Explain how figurative language and other poetic elements work together** ELA.5.R.2.1 Explain how text features and/or features contribute to the overall meaning of texts. ELA5.R.2.2 Explain how relevant details support the central idea, implied or explicit

Writing Standards: **ELA.5.C.1.4. Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.** **ELA.5.C.1.5. Improve writing by planning, revising, editing, with guidance and support from adults and feedback from peers.** **ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.**

Grammar Standards: **ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.**

Vocabulary Standards: **ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.** **ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.**

Whole Group: Cultivating Natural Resources Consumable

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| <p>Day 1 TG 86-87 Extended Read 2: The Science of Growing Corn (Mini Lesson 1) Create Mental Images to Build Knowledge about Natural Resources</p> | <p>Day 2 TG 92-93 Extended Read 2 The Science of Growing Corn (Mini Lesson 4) Explain How Text Features Contribute to Meaning</p> | <p>Day 3 TG 98-99 HALF DAY The Science of Growing Corn and The Short History of a Special Plant (Mini Lesson 7) Analyze Author's Perspective and Purpose</p> | <p>Day 4 TG 102-105 Explain how Text Features Contribute to the Meaning Build Knowledge: Discussing the Blueprint and Build Toward the Culminating Task (Mini Lessons 9 and 10)</p> | <p>Day 5 TG 112-113 Unit Wrap-Up Mini Lesson 14 Demonstrate Knowledge and Share Real-World Perspectives Unit 1 Assessment</p> |
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Small Group: Comprehension Quick Checks

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| <p>Day 1 Summarize the Central Ideas and Relevant Details of Text "Connecting East and West"</p> | <p>Day 2 Determine Central Ideas "How Much Food Do We Really Need?"</p> | <p>Day 3 Summarize the Central Ideas and Relevant Details of Text "The North and the South"</p> | <p>Day 4 Explain how Cause and Effect Text Structure Contributes to Meaning "Death Valley"</p> | <p>Day 5 Unit 1 Assessment (no small group)</p> |
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Writing and Grammar: Expository Essay Spelling and Grammar Week 3

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| <p>Day 1 TG 90-91 (Mini Lesson 3) Write an Expository Essay: Draft a Clear Introduction Use Video Corn from CSA and Extended Read 1</p> | <p>Day 2 TG 96-97 (Mini Lesson 6) Write an Expository Essay: Develop the Topic with Relevant Facts and Details from Sources Use Video Corn from CSA and Extended Read 1</p> | <p>Day 3 TG 100-101 (Mini Lesson 8) Write an Expository Essay: Use Conjunction to Link Ideas Use Video Corn from CSA and Extended Read 1</p> | <p>Day 4 TG 106-107 (Mini Lesson 11) Write an Expository Essay: Edit to Vary Sentences Use Video Corn from CSA and Extended Read 1</p> | <p>Day 5 TG 110-111 (Mini Lesson 13) Write an Expository Essay: Evaluate and Reflect on Writing Use Rubric from Week 2 Lesson 13 Spelling Test r controlled vowels 1. future 7. surprising 2. person 8. thirteen 3. desert 9. covered 4. temperature 10. kernels 5. member 11. scorching 6. first 12. earned</p> |
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Vocabulary: text structure, relevant details, central idea, text features, cause, effect, author perspective, author purpose, summarize, analyze

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

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 Explain how Figurative Language Contributes to Meaning (Lesson 10) Using Context Clues to Determine Meaning (lesson 9)

Vocabulary Words to Know

reliable, industry, precise, consume, imports, contaminated

Essential Question: *Why do laws continue to evolve?*

Learning Target

- Explain how text structure and/or text features contribute to the overall meaning.
- Summarize including central idea and relevant details

Learning Target

- Track the development of an argument including claims, evidence, and reasoning.

Question Stems

- What is the text structure of this text? What evidence supports your answer?
- Why do you think the author chose this text structure?
- Identify an example of a text feature that is used in this text.
- How do the text features help you to better understand the text?

- Summarize the text. Be sure to include central idea(s) and relevant details.
- How do the details help you to better understand the central idea?

Unit 3 Week 1 Standards: ELA.5.R.2.1 Explain how text structures and/or features contribute to the overall meaning of texts. ELA.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem. ELA.5.R.2.2 Explain how relevant details support the central idea(s), implied or explicit ELA.5.R.3.2b Summarize a text to enhance comprehension. Include the central idea and relevant details for an informational text. **ELA.5.R.3.3. Compare and contrast primary and secondary sources related to the same topic.**

Writing Standards: ELA.5.C.1.4. Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. ELA.5.C.1.5. Improve writing by planning, revising, editing, with guidance and support from adults and feedback from peers. ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: The US Constitution: Then and Now Consumable

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| <p>Day 1 TE page 20 Mini Lesson 1: Introduce the knowledge focus: The U.S. Constitution: Then and Now Unit 3 Opener Video Introduce vocabulary: amend, bias, determination, factor, petition, protest</p> | <p>Day 2 TE page 26 Mini Lesson 4: Explain how text structure contributes to meaning Short Read 1: "Creating The Constitution" Model timelines</p> | <p>Day 3 TE Page 108 Explain how figurative language works with poetic elements and meaning Student Book: Page 28 "The New Colossus" Preview the text- explain the use of figurative language-</p> | <p>Day 4 TE page 42 Model author's purpose- paragraph 1 Response to Literature: Student book page 10- #1</p> | <p>Friday TE page 44 Mini Lesson 13: Cross text analysis: explain how text structure contributes to the meaning of texts. Creating the Constitution Text structures: chronological order and problem/solution</p> |
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Small Group: The US Constitution: Then and Now Consumable

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| <p>Day 1 TE Page 22 Mini lesson 2: Consumable: Short Read 1: "Creating the Constitution" First Reading: Distinguish between important and unimportant information- anchor chart</p> | <p>Day 2 TE pages 32-22 Mini Lesson 7: Short Read 1: "Creating The Constitution" Build vocabulary using context clues: framer, compromise, central government Begin the blueprint</p> | <p>Day 3 Student Book- Page 28 "The New Colossus" Read the poem and annotate with students.</p> | <p>Day 4 TE page 43 Continue mini lesson 12: read rest of passage finding the author's purpose Continue Blueprint</p> | <p>Day 5 Continue mini lesson 13: Students will identify the text structures of the two passages Complete graphic organizer</p> |
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Writing and Grammar: Expository Essay

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| <p>Day 1 Mini Lesson 3: Write an Expository Essay Develop your Focus</p> | <p>Day 2 Mini Lesson 6: Write an Expository Essay: Select Knowledgeable and Credible Print Sources</p> | <p>Day 3 Mini Lesson 9: Write an Expository Essay: Gather Notes from Print Sources</p> | <p>Day 4 Mini Lesson 11: Write an Expository Essay Plan and Organize Information Using Cause and Effect Text Structure</p> | <p>Day 5 Spelling Test- words with vowel r syllable pattern 1. agriculture 7. premature 2. insurgent 8. ruptured 3. monitored 9.determined 4. restoration 10. merchandise 5. confirmation 11. quartered 6. irrational 12. whirlwind</p> |
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Vocabulary: text structure, context clues, summarize, timeline, historical text, topic, central idea, relevant details

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

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Vocabulary Words to Know

Advocate, draw back

Essential Question: *Why do laws continue to evolve?***Learning Target**

- Compare and contrast primary and secondary sources related to the same topic.
- Explain how relevant details support the central idea
- Summarize include central idea and relevant details

Learning Target

- Explain how text structure and/or text features contribute to the overall meaning.
- Track the development of an argument including claims, evidence, and reasoning.

Question Stems

- Is this a primary or secondary source? How do you know?
- Identify the text structure used by the author. Give evidence to support your answer.
- Identify a claim that the author makes and the reason he/she gives to support it.
- What evidence does the author give that supports his/her claim about___?

- What is the central idea of the entire passage?
- What details tell more about that idea?
- What is the central idea of just this paragraph?
- What details support the central idea?
- Why is ___ a good title for this article?
- How do the details support this being a good title?
- If you were going to make a new title, what would it be?
- What details gave you the idea for that title?
- What do you think the author wants the readers to know?
- Summarize the information in a few sentences.

Unit 3 Week 2 Standards: ELA.5.R.2.1 Explain how text features and/or features contribute to the overall meaning of texts. ELA.5.R.2.2 Explain how relevant details support the central idea(s), implied or explicit ELA 5.R.2.3 Analyze Author's Purpose and/or perspective in informational text ELA.5.RL.2.4 Track the development of an argument, identifying the specific claims, evidence and reasoning ELA.5.R.3.3 Compare and Contrast primary and secondary sources related to the same topic

Writing Standards: ELA.5.C.1.4. Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. ELA.5.C.1.5. Improve writing by planning, revising, editing, with guidance and support from adults and feedback from peers. ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: The US Constitution: Then and Now Consumable

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| <p>Day 1 TE page 54 Mini lesson 1:Distinguish between important and unimportant information to learn about voting rights- Extended Read 1: Fighting For the Vote Build vocab/preview text: Vocab: grievances, disenfranchised, movement, suppressed</p> | <p>Day 2 TE page 60-61 Mini lesson 4: Explain how relevant ideas support central ideas Extended Read 1: Fighting For the Vote</p> | <p>Day 3 TE page 62 Mini lesson 5: build vocabulary: use context clues to determine the meaning of words Extended Read 1: Fighting For the Vote Fill in Blueprint Response to Literature: Student book page 18, # 1</p> | <p>Day 4 TE page 72 Mini Lesson 10: Close reading: track the development an argument Constructive Conversation with a partner- Turn and Talk Response to Literature: Student Book Page 18, #2</p> | <p>Day 5 Week 1 & 2 Test Week 1 Test Week 2 Test</p> |
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Small Group: Leveled Readers Tri's Story Coming to America(Level R) Opinions About Community Service (Level U)

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| <p>Day 1 Tri's Story; Coming to America: Read pages 2-3 Opinions About Community Service: Read pages 2-5</p> | <p>Day 2 Tri's Story; Coming to America Read pages 4-7 Opinions About Community Service Read pages 6-9</p> | <p>Day 3 Tri's Story; Coming to America: Read pages 8-11 Opinions About Community Service Read pages 10-11</p> | <p>Day 4 Tri's Story; Coming to America: Read pages 12-15 Opinions About Community Service Look at Opinion #1 on Page 16/17 and discuss the argument presented and the reasons/evidence that are given to support the argument.</p> | <p>Day 5 Tri's Story; Coming to America: Read pages 16-19 Opinions About Community Service Look at Opinions #2 and #3 on pages 18-21. Use rubric on page 22 to evaluate the opinion writings</p> |
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Writing and Grammar: Expository Essay

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| <p>Day 1 Mini Lesson 3: Write an Expository Essay: Introduce Your Topic</p> | <p>Day 2 Mini Lesson 6 Write an Expository Essay: Develop your Topic and Elaborate with Relevant Details</p> | <p>Day 3 Mini Lesson 9 Use Transitional Words, Phrases, and Clauses to Connect Ideas</p> | <p>Day 4 Mini Lesson 11 Write an Expository Essay: Provide a Concluding Statement or Section</p> | <p>Day 5 Mini Lesson 13: Grammar in Context Spelling Test- Vowel Team 1. accountable 7.maintained 2. committee 8. unseated 3. jeering 9. blueprint 4. typhoon 10. featuring 5. appointment 11. seeding 6. discreet 12. unsustainable</p> |
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Vocabulary: text structure, context clues, summarize, timeline, historical text, topic, central idea, relevant details

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

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Vocabulary Words to Know

copyrighted

Essential Question: *Why do laws continue to evolve?*

Learning Target

- Explain how text structure and/or text features contribute to the overall meaning.
- Track the development of an argument including claims, evidence, and reasoning.

Learning Target

- Summarize include central idea and relevant details
- Explain how figurative language and other poetic elements work together

Question Stems

- Identify a claim that the author makes and the reason he/she gives to support it.
- What evidence does the author give that supports his/her claim about ___?
- What text structure does the author use? What evidence supports your answer?
- Why do you think the author chose this text structure?
- Identify a text feature that is used in this text?
- How does the text feature help you to better understand the text?
- Summarize the text. Be sure to include the central idea(s) and all relevant details.
- Identify an example of figurative language in the poem.
- What words/phrases help you determine the meaning of the figurative language?

- What is the main idea of the entire passage?
- What details tell more about that idea?
- What is the main idea of just this paragraph?
- What details support the main idea?
- Why is ___ a good title for this article?
- How do the details support this being a good title?
- If you were going to make a new title, what would it be?
- What details gave you the idea for that title?
- What do you think the author wants the readers to know?
- Summarize the information in a few sentences.

Unit 3 Week 3 Standards: ELA.5.R.2.1. Explain how text structures and/or features contribute to the overall meaning of texts ELA.5. R.2.4. Track the development of an argument, identifying the specific claim(s), evidence, and reasoning ELA.5.R.3.2.b Summarize a text to enhance comprehension. Include the central idea and relevant details for an informational text. ELA.5.R.1.4. Explain how figurative language and other poetic elements work together in a poem.

Writing Standards: ELA.5.C.1.4. Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. ELA.5.C.1.5. Improve writing by planning, revising, editing, with guidance and support from adults and feedback from peers. ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.

ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: The US Constitution: Then and Now consumable

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| <p>Day 1 TE page 86 Extended Read 2: "Liberty Medal Acceptance Speech" Mini lesson 1: First Reading: Summarize and Synthesize to build knowledge about liberty" Build Vocab/Preview the text Vocab: anecdotes, constrained, redemption, dissent</p> | <p>Day 2 TE page 92 Extended Read 2: "Liberty Medal Acceptance Speech" Mini lesson 4: Close reading: explain how text structure contributes to meaning- Constructive partner conversation:</p> | <p>Day 3 TE Page 98 Extended Read 2: "Liberty Medal Acceptance Speech" Mini lesson 7: Close reading: Track the Development of an author's argument Add to blueprint Response to Literature: Student Book, Page 26, # 2</p> | <p>Day 4 TE Page 102 Extended Read 2: "Liberty Medal Acceptance Speech" Mini Lesson 9: Close Reading: Analyze author's perspectives- Partner talk Finish Blueprint Response to Literature: Student Book, Page 26, # 3</p> | <p>Day 5 Unit 3 Test Unit 3 Assessment</p> |
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Small Group: Comprehension Quick Checks

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| <p>Day 1 Text Structure: Chronological Quick Check</p> | <p>Day 2 Text Structure: Chronological Quick Check</p> | <p>Day 3 Primary and Secondary Sources Quick Checks</p> | <p>Day 4 Primary and Secondary Sources Quick Check</p> | <p>Day 5 Unit 3 Assessment No Small Groups</p> |
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Writing and Grammar: Expository Essay

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| <p>Day 1 Mini Lesson 3 Write an Expository Essay: Write to Improve and Expand Sentences</p> | <p>Day 2 Mini lesson 6 Improve an Expository Essay: Revise to include Academic Vocabulary</p> | <p>Day 3 Mini Lesson 8 Write an Expository Essay: Revise for Correct Use of Conjunctions and Prepositions</p> | <p>Day 4 Mini Lesson 11 Write an Expository Essay: Edit to include Appositives, Main Clauses, and Subordinate Clauses</p> | <p>Day 5 Spelling Test-words with consonant -le pattern 1. compatible 7. notable 2. inedible 8. unforgettable 3. multiple 9. incredible 4. resettle 10. marketable 5. flexible 11. principles 6. invisible 12. unsuitable</p> |
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Vocabulary: text structure, context clues, summarize, timeline, historical text, topic, central idea, relevant details

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

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Vocabulary Words to Know

Petition, pitiful, privilege, sake, steady, wages, skimpier, canneries, barring, looms, bobbins, textiles, spindles, enlightened

Essential Question: How can other perspectives help us evaluate the world?

Learning Target

Learning Target

- Analyze How Setting, Events, Conflict, and Characterizations Contribute to the Plot
- Explain How Figurative Language and Other Poetic Elements Work Together in a Poem.
- Analyze How Figurative Language Contributes to Meaning.

- Use Context Clues to Determine Meaning.
- Use Word Relationship to Determine Meaning.

Question Stems

- How does the setting impact the story?
- What are characters able to do because of the setting they are in?
- How would the story change if the setting were different?
- Can you reimagine the story in a different setting?
- -How does (character) react when ____?
- Identify an example of figurative language.
- What words/phrases help you to understand the meaning of the figurative language.

- Why do they act this way?
- How is this reaction different from (different character)?
- How is (setting 1) different from (setting 2)?
- Why is this important to the story?
Why do they react differently?

Unit 4 Week 1 Standards: ELA.5.RL.1.1 Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

ELA.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem. ELA. 5.R.3.1 Analyze how figurative language contributes to meaning in text(s)

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.

ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Recognizing Author's Point of View Consumable

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| <p>Day 1 TE page 134 Mini Lesson 1: Introduce the knowledge focus: Recognizing author's point of view- Unit Video opener Introduce build knowledge vocab: point of view, perspective, influence, narrator, context</p> | <p>Tuesday TE 140-141 Mini Lesson 4 Short Read 1 "I Hear America Singing" and "Caged Bird" Build Vocabulary: Use Context Clues and World Relationships to Determine Meaning.</p> | <p>Wednesday TE 148-149 Mini Lesson 8 Short Read 1: "I Hear America Singing: & "Caged Bird" Language in Context: Figurative Language Respond to Reading</p> | <p>Thursday TE 158-159 Mini Lesson 13 Short Read 2 "Gold Country" Build Vocabulary: Analyze How Figurative Language Adds Meaning to a Text</p> | <p>Friday Student Book Poem "I Too" page 29</p> |
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Small Group: Recognizing Author's Point of View Consumable

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| <p>Monday TE page 136-137 Mini Lesson 2: Short Read 1 "I Hear America Singing" & "Caged Bird" First Read: Ask Questions about characters and events to learn more about perspective.</p> | <p>Tuesday TE 146-147 Mini Lesson 7 Short Read 1 "I hear America Singing" and "Caged Bird" Explain how Figurative Language and Narrator's Perspective Work Together in a Poem. Begin the Blueprint</p> | <p>Wednesday TE 152-153 Mini Lesson 10 Short Read 2 "Gold Country" First Reading: Examine Text Structure and Create Mental Images of Characters and Events to Understand Perspective.</p> | <p>Thursday TE 156-157 Mini Lesson 12 "Gold Country" Analyze How Setting and Conflict Contribute to Plot. Add to the Blueprint</p> | <p>Friday TE 162-163 Mini Lesson 15 Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p> |
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Writing Narrative Essay Grammar Principal Models

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| <p>Monday TE 138-139 Mini Lesson 3 Write a Fictional Narrative: Examine the Features of a Mentor Text.</p> | <p>Tuesday TE 144-145 Mini Lesson 6 Write a Fictional Narrative: Analyze Characters and Events</p> | <p>Wednesday TE 150-151 Mini Lesson 9 Write a Fictional Narrative: Analyze Character Traits in a source text</p> | <p>Thursday TE 154-155 Mini Lesson 11 Fictional Narrative: Develop Your Character's Voice</p> | <p>Friday TE 160-161 Grammar Use Principal Models <u>Spelling Test vowel- consonant -e</u> 1. collided 7. negotiate 2. incomplete 8. separate 3. milestone 9. extricate 4. satellite 10. investigated 5. explode 11. recognize 6. incorporate 12. volume</p> |
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Vocabulary: Figurative language, theme, characters, events, setting, perspective, retell, point of view, dialogue, inference, idiom, influence, narrator, context, distinct, imagery, similes, metaphors, personification, alliteration

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

sash, promenade, bouquet, bore

Essential Question: How can other perspectives help us evaluate the world?

Learning Target

- Analyze how setting, events, conflict, and characterization contribute to the plot
- Summarize: include plot and theme
- Explain the development of theme

Learning Target

- Use context clues to determine meaning
- Describe how an author develops a character's perspective

Question Stems

- What happened at the beginning, middle, and end of the (story, drama, poem)?
- What is a summary of this (story, drama, poem)?
- What does ___ represent in the (story, drama, poem)?
- -What is the theme of the (story, drama, poem)?

- What helped you decide that this is the theme?
- How does the theme relate to the character's actions?
- Why does ___ feel (sad, angry, elated, etc.)
- What text clues let you know they are feeling this way?

Unit 4 Week 2 Standards: ELA.5.RL.1.1 Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. **ELA.5.RL.1.2 Explain the development of stated or implied theme(s) throughout a literary text.** **ELA.5.RL.1.3 Describe how an author develops a character's perspective in a literary text.** ELA. 5.R.3.1 Analyze how figurative language contributes to meaning in text(s) **ELA. 5.R.3.2a Summarize a text to enhance comprehension. Include plot and theme for a literary text.**

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Recognizing Author's Point of View Consumable

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| <p>Monday TE 168-169 Mini Lesson 1 Extended Read 1 "I Speak Spanish Too" First Reading: Ask Questions About Characters and Events to Learn About Perspective</p> | <p>Tuesday TE 174-175 Mini Lesson 4 Extended Read 1 "I Speak Spanish, Too" Summarize the Plot of a Literary Text Mini Lesson 5 TE 176-177 Extended Read 1 "I Speak Spanish, Too" Build Vocabulary : Analyze Figure Language</p> | <p>Wednesday TE 182-183 Mini Lesson 8 Extended Read 1 "I Speak Spanish, Too" Close Reading Analyze How Conflict, Setting, and Characterization Contributes to Plot Mini Lesson 10 TE 186-187 "I Speak Spanish Too" Close Reading: Describe How An Author Develops a Character's Perspective Add to Blueprint</p> | <p>Thursday Mini Lesson 12 TE 190-191 Close Reading: Explain the Development of Themes Mini Lesson 14 TE 194-195 Discuss the Blueprint and Build Toward the Culminating Task. Respond to Literature</p> | <p>Friday Unit 4 Week 1 Assessment Unit 4 Week 2 Assessment Respond to Literature</p> |
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Small Group: Leveled Readers " K9 To Serve and Protect" Level U "Red Letter Days" Level V "Davy Crocket and Sally Ann Thunder" Level W

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| <p>Monday P. 2-6 K9 To Serve and Protect p-2-4 Red Letter Days p.2-3 Davy Croket and Sally Ann Thunder</p> | <p>Tuesday P. 7-9 K9 To Serve and Protect p5-8 Red Letter Days p. 4-7 Davy Croket and Sally Ann Thunder</p> | <p>Wednesday P. 10-13 K9 To Serve and Protect p-9-12 Red Letter Days p. 8-9 Davy Croket and Sally Ann Thunder</p> | <p>Thursday P. 14-17 K9 To Serve and Protect p-13-14 Red Letter Days p.10-13 Davy Croket and Sally Ann Thunder</p> | <p>Friday P. 18-24 K9 To Serve and Protect p-16-17 Red Letter Days p. 14-15 Davy Croket and Sally Ann Thunder what you can get to)</p> |
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Writing Fictional Narrative Essay Grammar Fragments and Run-Ons and Principal Models Spelling Homographs

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| <p>Monday Mini Lesson 3 Write a Fictional Narrative: Read the Prompt and Checklist</p> | <p>Tuesday Mini Lesson 6 Write a Fictional Narrative: Use Event Descriptions from a Source Text.</p> | <p>Wednesday Mini Lesson 7 "I Speak Spanish Too" Grammar in Context: Review Fragments and Run-Ons</p> | <p>Thursday Mini Lesson 9 Write a Fictional Narrative: Develop the Character Mini Lesson 11 Write a Fictional Narrative Develop the Characters Voice</p> | <p>Friday Mini Lesson 13 Grammar: Use Principal Models Spelling Test- homographs 1. alternate 7. overlook 2. delicate 8. rival 3. object 9. compound 4. register 10. heavy 5. bundle 11. project 6. favor 12. waste</p> |
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Vocabulary: Figurative language, theme, characters, events, setting, perspective, retell, point of view, dialogue, inference, idiom, influence, narrator, context, distinct, imagery, similes, metaphors, personification, alliteration

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

codgers, barred, amateur, so fluid (not liquid)

Essential Question: How can other perspectives help us evaluate the world?

Learning Target

- Describe how an author develops a character's perspective
- Explain how figurative language and other poetic elements work together in a poem
- Explain the development of themes

Learning Target

- Analyze how figurative language contributes to meaning
- Summarize: include plot and theme
- Use context clues to determine meaning

Question Stems

- What happened at the beginning, middle, and end of the (story, drama, poem)?
- What is a summary of this (story, drama, poem)?
- What does ___ represent in the (story, drama, poem)?
- -What is the theme of the (story, drama, poem)?

- What helped you decide that this is the theme?
- How does the theme relate to the character's actions?
- Why does ___ feel (sad, angry, elated, etc.)
- What text clues let you know they are feeling this way?

Unit 4 Week 3 Standards: **ELA.5.RL.1.1 Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.** **ELA.5.RL.1.2 Explain the development of stated or implied theme(s) throughout a literary text.** ELA.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem. ELA. 5.R.3.1 Analyze how figurative language contributes to meaning in text(s)

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Recognizing Author’s Point of View Consumable

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| <p>Monday TE 200-201 Mini Lesson 1 Extended Read 2 “Miguel’s Prophecy” First Reading: Create Mental Images of Characters and Events to Build Knowledge about Perspective</p> | <p>Tuesday TE 212-213 Mini Lesson 7 Extended Read 2 “Miguel’s Prophecy” Determine the Meaning of Figurative Language Add to Blueprint</p> | <p>Wednesday TE 216-217 Mini Lesson 9 Close Reading: Explain and Compare the Development of Two Themes</p> | <p>Thursday TE 222-223 Mini Lesson 12 Poem “I Too” Explain How Figurative Language Works with the Poet’s Message.</p> | <p>Friday Unit 4 Unit Assessment</p> |
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Small Group: Comprehension Quick Checks

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| <p>Monday TE 206-207 Mini Lesson 4 Extended Read 2 “Miguel’s Prophecy” Close Reading: Describe How an Author Develops a Character’s Perspective.</p> | <p>Tuesday Comprehension Quick Check Explain How Figurative Language and Other Poetic Elements Work Together in a Poem A(pp.20,22) B (p.21,35)</p> | <p>Wednesday TE 218-219 Mini Lesson 10 Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p> | <p>Thursday TE 226-227 Mini Lesson 14 Unit Wrap Up: Demonstrate Knowledge and Share Real-World Perspectives</p> | <p>Friday Unit 4 Unit Assessment</p> |
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Writing and Grammar:

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| <p>Monday TE 204-205 Mini Lesson 3 Write a Fictional Narrative: Use Dialogue to Dramatize Events</p> | <p>Tuesday TE 210-211 Mini Lesson 6 Write a Fictional Narrative: Use Descriptions to Develop Events</p> | <p>Wednesday TE 214-215 Mini Lesson 8 Fictional Narrative: Use Quotation Marks with Dialogue and Direct Quotations</p> | <p>Thursday TE 220-2221 Write a Fictional Narrative: Correct Inappropriate Shifts in Tense and Number</p> | <p>Friday TE 224-225 Mini Lesson 13 Write a Fictional Narrative: Evaluate and Reflect on Writing Spelling Test- Variant Vowels 1. afternoon 7. mistook 2. foolishly 8. scoopful 3. hoodwink 9. dewdrop 4. regretfully 10. smoothly 5. crookedly 11. poolside 6. goodness 12. swooped</p> |
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Vocabulary: Figurative language, theme, characters, events, setting, perspective, retell, point of view, dialogue, inference, idiom, influence, narrator, context, distinct, imagery, similes, metaphors, personification, alliteration

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

ceased, abruptly, trudging

Essential Question: What value does technology bring to people's lives?

Learning Target

- Explain how figurative language and other poetic elements work together
- Explain how text structure contributes to overall meaning

Learning Target

- Explain how relevant details support the central ideas(s)
- Use context clues to determine meaning

Question Stems

- What is the central idea of the entire passage?
- What details tell more about that idea?
- What details support the central idea?
- What details gave you the idea for that title?
- What is the Central Idea of paragraph ____?
- Why is _____ a good title for this article?
- How do the details support this being a good title?
- If you were going to make a new title, what would it be?

- What do you think the author wants the readers to know? Summarize the information in a few sentences.
- What is the overall structure of the text?
- Find a piece of evidence from the text to support the text structure.
- How does the information in the text features add to your understanding of the text?
- What information can be found in the text features that is not found in the text?

Reading Standards: ELA.5.R.2.1. Explain how text structures and/or features contribute to the overall meaning of texts. ELA.5.R.2.2 Explain how relevant details support the central idea(s), implied or explicit. ELA.5.R.1.4. Explain how figurative language and other poetic elements work together in a poem.

Writing Standards: ELA.5.C.1.3. Write a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

5th Grade ELA

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| <p>Day 1 TE Page 20 Mini Lesson 1: Introduce the knowledge focus: Technology's Impact On Society Unit Video Introduce the build knowledge vocab: Industry, manufacture, progress, process, production, revolution Student Book:Short Read 1 " Technology and the Lowell Mill Girls" Page 4 Introduce the Blueprint</p> | <p>Day 2 TE Page 26 Mini Lesson 4: Short Read 1 " Technology and the Lowell Mill Girls" Page 4 Build vocab/Use Context Clues to determine meaning Guided practice: annotate, pair and share Words: looms, belts, gearing, net-worth *Blueprint</p> | <p>Day 3 TE Page 38 Mini Lesson 10: Short Read 2 "Eli Whitney's Cotton Gin" First Reading: Distinguish between important and unimportant information to learn about technology Build Vocab/preview the text Tedious, widespread Student Book: Eli Whitney's Cotton Gin- Pages 607 Response to Literature: Student book, # 1 Discuss the blueprint</p> | <p>Day 4 TE Page 44 Mini Lesson 13:Short Read 2 "Eli Whitney's Cotton Gin" Explain how relevant details support ideas and summarize -Use information and details from multiple sources to write a summary about the effect of the Industrial Revolution on people's lives *Blueprint Mini lesson 15 Discuss blueprint/build toward the culminating task/constructive conversation partner talk Build knowledge across texts- response to literature Student book page 10, #3</p> | <p>Day 5 - No School Veterans' Day</p> |
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Small Group: Technology's Impact on Society Consumable

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| <p>Day 1 TE Page 22 Mini Lesson 2 First reading: Draw inferences to build knowledge about technology- build vocabulary- preview the text: Vocab: launched, summoned Student Book: Short Read 1 "Technology and the Lowell Mill Girls"- Page 4</p> | <p>Day 2 TE page 32 Mini lesson 7:Short Read 1 "Technology and the Lowell Mill Girls" Page 4 Explain how elements of poetry work together Features of poetry anchor chart Begin the Blueprint</p> | <p>Day 3 TE page 42 Mini lesson 12:Short Read 2 "Eli Whitney's Cotton Gin" Explain how text structure contributes to meaning Problem/Solution Student Book: Eli Whitney's Cotton Gin- Pages 607</p> | <p>Day 4 Continue lesson 13- Short Read 2 "Eli Whitney's Cotton Gin" Summary about the effect of the Industrial Revolution on people's lives-</p> | <p>Day 5- No School Veterans' Day</p> |
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Writing and Grammar: Writing an Opinion Essay

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| <p>Day 1 Mini Lesson 3 Writing an Opinion Essay: Brainstorm your Initial Claim</p> | <p>Day 2 Mini Lesson 6 Writing an Opinion Essay: Select Valid and Reliable Online Sources</p> | <p>Day 3 Mini Lesson 9 Writing an Opinion Essay: Take notes from Reliable Online Sources</p> | <p>Day 4 Mini Lesson 11 Writing an Opinion Essay: Organize your Essay</p> | <p>Day 5- No School Veterans' Day Spelling Test- Words with noun Suffixes 1. accountant 7. dictator 2. assistant 8. discovery 3. anthology 9. machinery 4. believer 10. philosopher 5. chronology 11. producer 6. contractor 12. professor</p> |
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Vocabulary: Claim, reason, evidence, source, conclusions, inference, poetry elements (stanza, rhyme scheme, speaker, line) text structure, problem, solution

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) 4th Grade [Comprehension Intervention Lessons](#) 5th Grade [Comprehension Intervention](#)

Vocabulary you need to know

apparent, intrigue, consumption

Essential Question: What value does technology bring to people's lives?

Learning Target

- Explain how figurative language and other poetic elements work together
- Explain the development of theme

Learning Target

- Use context clues to determine meaning

Question Stems

- What is the theme of the (story, drama, poem)?
- What helped you decide that this is the theme?
- Which lines from the text/poem support your theme?

- How many stanzas are in the poem?
- How do stanzas __ and __ work together?
- Identify an example of figurative language.
- What words/phrases help you to understand the meaning of the figurative language?

Unit 5 Week 2 Standards: **ELA.5.RL.1.2 Explain the development of stated or implied themes.** ELA.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem

Writing Standards: ELA.5.C.1.3. Write a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Technology's Impact on Society Consumable

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| <p>Day 1 TE Page 54 Extended Read 1- Poems of the Industrial Age Mini lesson 1: First reading: draw inferences to learn about technology Build vocabulary/preview the text Vocab: confident, flicker, circulating, contendely Student Book: Pages 12-13</p> | <p>Day 2 TE page 60 Extended Read 1- Poems of the Industrial Age Mini lesson 4: Explain the development of the theme of the poem</p> | <p>Day 3 TE page 62 Extended Read 1- Poems of the Industrial Age Mini Lesson 5: Build vocabulary: Use Context Clues to determine meaning Flared, furnaced Response to Literature: Student Book Page 18, # 1</p> | <p>Day 4 TE Page 72 Extended Read 1- Poems of the Industrial Age Mini Lesson 10: Explain the development of the theme of the poem constructive conversation partner talk Blue Print Response to Literature: Student Book Page 18, #3</p> | <p>Day 5 Unit 5 Week 1 Test Unit 5 Week 2 Test</p> |
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Small Group: Leveled Readers Exploring Space (Level R) Opinions about Driverless Cars (Level T) Letterboxing: Create a Treasure Hunt (Level W)

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| <p>Day 1 Exploring Space: pgs 2-5 Opinions about Driverless Cars: pgs 2-5 Letterboxing: pgs 2-7</p> | <p>Day 2 Exploring Space: pgs 6-9 Opinions about Driverless Cars: pgs 6-11 Letterboxing: pgs 8-13</p> | <p>Day 3 Exploring Space: pgs 10-13 Opinions about Driverless Cars: pgs 12-15 Letterboxing: pgs 14-17</p> | <p>Day 4 Exploring Space: pgs 14-17 Opinions about Driverless Cars: pgs 16/17 Look at Model Opinion Essay Letterboxing: pgs 18-21</p> | <p>Day 5 Exploring Space: pgs 19-21 Opinions about Driverless Cars: pgs 18-21 Analyze Opinion Writings Letterboxing: pgs 22-23</p> |
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Writing and Grammar: Opinion Essay

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| <p>Day 1 Mini Lesson 3 Writing an Opinion Essay: Draft your Opinion and State Your Claim</p> | <p>Day 2 Mini Lesson 6 Writing an Opinion Essay: Use Research to Support a Claim</p> | <p>Day 3 Mini Lesson 9 Writing an Opinion Essay: Use Varied Transitions to Connect Claims, Reasons, and Evidence</p> | <p>Day 4 Mini Lesson 11 Writing an Opinion Essay: Draft a Concluding Statement</p> | <p>Day 5 Mini Lesson 13 Grammar: Correct Vague Pronoun References Spelling Test- Latin Roots 1. aspect 7. obstruction 2. convention 8. perspective 3. illiterate 9. specify 4. instruct 10. spectacle 5. inventory 11. structurally 6. literally 12. venture</p> |
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Vocabulary: Claim, reason, evidence, source, conclusions, inference, poetry elements (stanza, rhyme scheme, speaker, line) text structure, problem, solution

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

dense, smolder, vale

November 20-21 2023 Review Thanksgiving Week

Unit 5 Week 3 November 27-December 1 2023 Technology's Impact on Society [Graphic Organizers](#)

Essential Question: What value does technology bring to people's lives?

Learning Target

- Explain how text structure contributes to overall meaning
- Explain how relevant details support the central idea(s)

Learning Target

- Analyze how figurative language contributes to meaning
- Use context clues to determine meaning

Question Stems

- What is the text structure of this passage? Find evidence in the passage to support your answer.
- What text features can you identify in the passage?
- How do the text features help you to better understand the text?
- Find and identify an example of figurative language.

- What words/phrases help you to understand the meaning of the figurative language that is used?
- What is the central idea of just this paragraph?
- What details support the central idea?

Unit 5 Week 3 Standards: **ELA.5.R.2.1** Explain how text structures and/or features contribute to the overall meaning of texts. **ELA.5.R.1.4** Explain how figurative language and other poetic elements work together in a poem. **ELA.5.R.2.2** Explain how relevant details support the central idea

Writing Standards: ELA.5.C.1.3. Write a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.

ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Essential Question: What compels us to survive?

Learning Target

Learning Target

- Describe how an author develops character’s perspective
- Analyze how setting, events, conflict, and characterization contribute to plot

- Explain the development of theme
- Use context clues to determine meaning

Question Stems

- What is the theme of the (story, drama, poem)?
- What helped you decide that this is the theme?
- Which lines from the text/poem support your theme?
- What are characters able to do because of the setting they are in?
- How would the story change if the setting were different?

- Can you reimagine the story in a different setting?
- What is the main conflict that the character faces?
- What does the character's reaction to the problem say about the kind of person he/she is?
- What character traits does the character possess as he/she confronts his/her conflict?
- What words/phrases help you to understand the meaning of the word ___?

Unit 6 Week 1 Standards: ELA.5.RL.1.1- Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. ELA. 5.1.2.- Explain the development of stated or implied themes(s), throughout a literary text. ELA.5.RL.1.3.- Describe how an author develops a character’s perspective in a literary text.

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Up Against the Wild Consumable

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| <p>Day 1 TE Page 134 Mini Lesson 1 Introduce the knowledge Focus: Up Against the Wild Introduce the essential question Watch video Introduce the build knowledge vocabulary- challenge, compel, literature, survive, theme, universal</p> | <p>Day 2 TE Page 140 Mini Lesson 4: add to blueprint Short Read 1: Androcles and the Lion Build Vocabulary: Use Context clues to determine word meaning Constructive partner conversation Words: public spectacle, ravenous, bounding,</p> | <p>Day 3 TE page 152 Short Read 2: Brushfire Mini Lesson 10: First Reading: Summarize and Synthesize to build knowledge about the theme of survival Build vocab/preview the text Vocab words: devastation and priorities</p> | <p>Day 4 TE page 158 Mini Lesson 13: Analyze Literary Texts with similar themes Constructive partner conversation Story map</p> | <p>Day 5 TE page 162 Mini Lesson 15: Discuss the Blueprint/Build toward the culminating task</p> |
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Small Group: Up Against the Wild Consumable

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| <p>Day 1 Mini Lesson 2: Short Read 1: Androcles and the Lion First Reading: Make connections to understand the theme of survival Build vocab/preview the text Dense, devour</p> | <p>Day 2 Mini Lesson 7 TE page 146 Short Read 1: Androcles and the Lion Describe how an author develops characters' perspective in a text Venn Diagram</p> | <p>Day 3 TE page 156 Short Read 2: Brushfire Mini Lesson 12: Analyze Characters, Conflict, and Theme</p> | <p>Day 4 Continue mini lesson 13- comparing and contrasting Brush Fire and Androcles and The Lion-</p> | <p>Day 5 Comparing and contrasting Brush Fire and Androcles and the Lion Review graphic organizer- Work with students on response to literature, # 3</p> |
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Writing and Grammar: Narrative

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| <p>Day 1 Mini Lesson 3 Write a Narrative Response: Read and Analyze a Source Text</p> | <p>Day 2 Mini Lesson 6 Write a Narrative Response: Read and Analyze a Text Based Prompt</p> | <p>Day 3 Mini Lesson 9 Write a Narrative Response: Conduct Research, Analyze and Response to Literature: Student Book- Page 10, #1</p> | <p>Day 4 Mini Lesson 11 Write a Narrative Response: Draft a Response Response to Literature: Student Book- Page 10, # 2</p> | <p>Day 5 Mini Lesson 15 Write a Narrative Response: Revise and Edit a Response Spelling Test- Words with au, aw, all, ai 1. enthrall 7. cautiousness 2. appall 8. exhausting 3. author 9. fraud 4. automatically 10. nausea 5. awkwardness 11. scalded 6. boardwalk 12. scrawny</p> |
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Vocabulary: cause and effect, events, theme, fable, realistic fiction, details, tone, play, analyze, synthesize

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) 4th Grade [Comprehension Intervention Lessons](#) 5th Grade [Comprehension Intervention](#)

Vocabulary Words to Know

banyan tree, imprudence, delectable, obliging

Review of Standards December 11-December 15 2023 MOY Testing

Essential Question:

Learning Target

Learning Target

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Question Stems

Review Standards:

Writing Standards:

Grammar Standards:

Vocabulary Standards:

Whole Group:

Day 1

Day 2

Day 3

Day 4

Day 5

Small Group: Leveled Readers

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Writing and Grammar: Expository Essay

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Vocabulary:

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

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Review of Standards December 18- December 20 2023 Review Week MOY testing

Essential Question:

Learning Target

Learning Target

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Question Stems

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Reading Standards:

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Writing Standards:

Grammar Standards:

Vocabulary Standards:

Whole Group:

| <u>Day 1</u> | <u>Day 2</u> | <u>Day 3</u> | <u>Day 4</u> | <u>Day 5</u> |
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Small Group:

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Writing and Grammar: Expository Essay

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Vocabulary:

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards
3rd Grade - [Comprehension Intervention Lessons](#) 4th Grade [Comprehension Intervention Lessons](#) 5th Grade [Comprehension Intervention](#)

Vocabulary Words to Know

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Unit 6 Week 2 January 9- 12, 2024 **January 8th Planning Day** [Graphic Organizers](#) [Unit 6 ALD questions](#) [Unit 6 Additional Student Materials](#)

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| Essential Question: What compels us to survive? | |
| Learning Target | Learning Target |
| <ul style="list-style-type: none"> Describe how an author develops character’s perspective Explain the development of themes | <ul style="list-style-type: none"> Analyze how setting, events, conflict, and characterization contribute to plot |
| Question Stems | |
| <ul style="list-style-type: none"> What is the theme of the (story, drama, poem)? What helped you decide that this is the theme? Which lines from the text/poem support your theme? What are characters able to do because of the setting they are in? How would the story change if the setting were different? | <ul style="list-style-type: none"> Can you reimagine the story in a different setting? What is the main conflict that the character faces? What does the character’s reaction to the problem say about the kind of person he/she is? What character traits does the character possess as he/she confronts his/her conflict? What words/phrases help you to understand the meaning of _? |

Unit 6 Week 2 Standards: ELA.5.RL.1.1- Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. ELA. 5.1.2.- Explain the development of stated or implied themes(s), throughout a literary text. ELA.5.RL.1.3.- Describe how an author develops a character’s perspective in a literary text. ELA.5.R.2.2 Explain how relevant details support the central ideas

Writing Standards: ELA.5.C.1.4. Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. ELA.5.C.1.5. Improve writing by planning, revising, editing, with guidance and support from adults and feedback from peers. ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Up Against the Wild Consumable

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| <p>Day 1 TE page 168 Mini Lesson 1: Extended Read 1: The Law of Club and Fang- First Reading: Make connections to build knowledge about the theme of survival Words: peril, disconsolate, forlorn, confined Make connections anchor chart</p> | <p>Day 2 TE page 174 Mini Lesson 4: Extended Read 1: The Law of Club and Fang Analyze how story elements contribute to meaning and tone</p> | <p>Day 3 TE Page 176 Mini Lesson 5: Build vocabulary: Determine the meaning of words and phrases using comparison Words: antagonist, illumined, bristling, ascended, arduous Response to Literature: Page 18, # 1</p> | <p>Day 4 Mini lesson 10: Extended Read 1: The Law of Club and Fang Close Reading: Analyze, Characters, Conflict and Theme Add to Blue Print Response to Literature: Page 18, # 3</p> | <p>Day 5 Week 1 Assessment Week 2 Assessment</p> |
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Small Group: Leveled Readers Cats in the City (Level R) Mystery of the Sewer Gators (Level T) Pura Vida (Level U)

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| <p>Cats in the City pgs 2-5 Mystery of the Sewer Gator pgs 2-7 Pura Vida pgs 2-5</p> | <p>Cats in the City pgs 6-9 Mystery of the Sewer Gator pgs 8-13 Pura Vida pgs 6-8</p> | <p>Cats in the City pgs 10-13 Mystery of the Sewer Gator pgs 14-17 Pura Vida pgs 10-13</p> | <p>Cats in the City pgs 14-17 Mystery of the Sewer Gator pgs 18-21 Pura Vida pgs 14-17</p> | <p>Cats in the City pgs 18-24 Mystery of the Sewer Gator pgs 22-24 Pura Vida 18-24</p> |
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Writing and Grammar: Expository Essay

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| <p>Day 1 Mini lesson 3 Write an Expository Response: Read and Analyze a Source Text</p> | <p>Day 2 Mini Lesson 6 Write an Expository Response Read and Analyze a Text Based Prompt</p> | <p>Day 3 Mini Lesson 9 Write an Expository Response Use a Source Text to Find Relevant Evidence</p> | <p>Day 4 Mini Lesson 11 Write an Expository Response Draft a Response</p> | <p>Day 5 Spelling test-words with noun suffixes tion, ly, sion, ness, ment</p> <table border="0"> <tr> <td>1. agreement</td> <td>7. modesty</td> </tr> <tr> <td>2. enjoyment</td> <td>8. safety</td> </tr> <tr> <td>3. inspection</td> <td>9. declaration</td> </tr> <tr> <td>4. revision</td> <td>10. illness</td> </tr> <tr> <td>5. cooperation</td> <td>11. payment</td> </tr> <tr> <td>6. exhaustion</td> <td>12. wilderness</td> </tr> </table> | 1. agreement | 7. modesty | 2. enjoyment | 8. safety | 3. inspection | 9. declaration | 4. revision | 10. illness | 5. cooperation | 11. payment | 6. exhaustion | 12. wilderness |
| 1. agreement | 7. modesty | | | | | | | | | | | | | | | |
| 2. enjoyment | 8. safety | | | | | | | | | | | | | | | |
| 3. inspection | 9. declaration | | | | | | | | | | | | | | | |
| 4. revision | 10. illness | | | | | | | | | | | | | | | |
| 5. cooperation | 11. payment | | | | | | | | | | | | | | | |
| 6. exhaustion | 12. wilderness | | | | | | | | | | | | | | | |

Vocabulary: cause and effect, events, theme, fable, realistic fiction, details, tone, play, analyze, synthesize

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards
 3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

unruffled,

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| <p>Essential Question: What compels us to survive?</p> | |
| <p>Learning Target</p> | <p>Learning Target</p> |
| <ul style="list-style-type: none"> Describe how an author develops character's perspective Analyze how setting, events, conflict, and characterization contribute to plot | <ul style="list-style-type: none"> Explain the development of themes Use context clues to determine meaning |
| <p>Question Stems</p> | |
| <ul style="list-style-type: none"> What is the theme of the (story, drama, poem)? What helped you decide that this is the theme? Which lines from the text/poem support your theme? What are characters able to do because of the setting they are in? How would the story change if the setting were different? | <ul style="list-style-type: none"> Can you reimagine the story in a different setting? What is the main conflict that the character faces? What does the character's reaction to the problem say about the kind of person he/she is? What character traits does the character possess as he/she confronts his/her conflict? What words/phrases help you to understand the meaning of the word ____? |

Unit 6 Week 3 Standards: ELA.5.RL.1.1- Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. ELA. 5.1.2.- Explain the development of stated or implied themes(s), throughout a literary text. ELA.5.RL.1.3.- Describe how an author develops a character's perspective in a literary text.

Writing Standards: ELA.5.C.1.3. Write a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Up Against the Wild Consumable

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| <p>Day 1 No School - TE Page 200 Extended Read 2: The Knotted Branch Mini Lesson 1: First Reading: Summarize and synthesize to build knowledge about the theme of survival Preview the text/set a purpose Vocab: notch, ancient, well-worn, weary</p> | <p>Day 2 TE Page 206 Extended Read 2: The Knotted Branch Mini lesson 4: Close reading: analyze characters in a literary text Constructive conversation</p> | <p>Day 3 Extended Read 2: The Knotted Branch Mini lesson 7: Close reading: Explain the development of Themes Page 212</p> | <p>Day 4 Extended Read 2: The Knotted Branch: Mini Lesson 9: Close reading: Analyze literary texts with similar themes Constructive Conversation with a partner</p> | <p>Day 5 Unit 6 Assessment</p> |
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Small Group: Unit 5 Comprehension Quick Checks

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| <p>Day 1 Characterization contributes to Plot</p> | <p>Day 2 Characterization contributes to Plot</p> | <p>Day 3 Character's Perspective</p> | <p>Day 4 Character's Perspective</p> | <p>Day 5 Unit 6 Assessment</p> |
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| Final Approach | The Peaceful Dragon | WaterWorld | Cupcakes | |
| Writing and Grammar: Opinion Response | | | | |
| Monday Mini Lesson 3 Write an Opinion Response Read and Analyze Source Texts | Tuesday Mini Lesson 6 Write an Opinion Response Read and Analyze a prompt | Wednesday Mini Lesson 8 Write an Opinion Response State and Support a Claim using Relevant Evidence | Thursday Mini Lesson 11 Write an Opinion Response Draft a Response | Friday Mini Lesson 13 Write an Opinion Response Revise and Edit a Response Spelling test- Compound Hyphenated, Open Words 1. bad-tempered 7. polar region 2. each other 8. prime minister 3. get-together 9. real estate 4. in-depth 10. see-through 5. nail-biter 11. self-discipline 6. police officer 12. short-handed |
| Vocabulary: cause and effect, events, theme, fable, realistic fiction, details, tone, play, analyze, synthesize | | | | |
| Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards | | | | |
| 3rd Grade - Comprehension Intervention Lessons 4th Grade Comprehension Intervention Lessons 5th Grade Comprehension Intervention | | | | |

Vocabulary Words to Know

foliage, speculated, dismay, tapered

Unit 7 Week 1 January 22-26 2024 Conflicts that Shaped a Nation [Graphic Organizers](#) [Unit 7 NCSD Folder](#) [Unit 7 NCSD ALD'S](#) [Unit 7 Additional Student Materials](#)

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| Essential Question: How does conflict shape a society? | |
| Learning Target | Learning Target |
| <ul style="list-style-type: none"> Compare and contrast primary and secondary sources related to the same topic Explain how text structures or features contribute to overall meaning | <ul style="list-style-type: none"> Explain how relevant details support central idea Use context clues to determine meaning |
| Question Stems | |
| <ul style="list-style-type: none"> Is this a primary or a secondary source? What evidence supports your answer? How is the information in the sources the same? How is it different? What text structure is used in this passage? What evidence supports your answer? | <ul style="list-style-type: none"> What is a central idea? Give at least one relevant detail that supports the central idea. What words/phrases help you to understand the meaning of the word ___? |

- What information can you get from the text features that cannot be found in the text?

Unit 7 Week 1 Standards **ELA.5.RL.1.2** Explain how text structure and/or features contribute to the overall meaning of texts. **ELA.5.R.2.2** Explain how relevant details support the central idea(s), implied or stated.

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
 ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Conflicts that Shaped a Nation Consumable

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| <p>Monday TE 20-21 Mini Lesson 1 Introduce the Knowledge Focus: Conflicts That Shaped a Nation Watch Unit 7 Video How Does Conflict Shape A Society Introduce the Blueprint</p> | <p>Tuesday TE 26-27 Mini Lesson 4 Short Read 1 "The Banners of Freedom" Build Vocabulary: Use Context Clues to Determine Word Meaning</p> | <p>Wednesday TE 34-35 Mini Lesson 8 Short Read 1 "The Banners of Freedom" Language in Context: Author's Use of Fragments for Effect</p> | <p>Thursday TE 38-39 Mini Lesson 10 Short Read 2 "Road to Revolution" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge about the American Revolution.</p> | <p>Friday TE 44-45 Mini Lesson 13 Explain How Text Structures Contributes to Meaning</p> |
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Small Group: Conflicts that Shaped a Nation Consumable

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| <p>Day 1 TE 22-23 Mini Lesson 2 Short Read 1 "The Banners of Freedom" First Reading:</p> | <p>Day 2 TE 32-33 Mini Lesson 7 Short Read 1 "The Banners of Freedom" Explain How</p> | <p>Day 3 "Paul Revere's Ride" Explain How Poetic Elements Add</p> | <p>Day 4 TE 42-43 Mini Lesson 12 Short Read 2 "Road to Revolution" Compare And Contrast</p> | <p>Day 5 TE 48-49 Mini Lesson 15 Build Knowledge: Discuss the Blueprint and Build</p> |
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5th Grade ELA

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|---|---|-------------------|--|-----------------------------|
| Apply Metacognitive and Fluency Strategies to Build Knowledge about the American Revolution | Relevant Details Support Central Ideas Begin the Blueprint | Meaning to a Poem | the Language of Primary and Secondary Sources. Add to Blueprint | Toward the Culminating Task |
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Writing and Grammar: Write Historical Fiction

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| Monday TE24-25 Mini Lesson 3 Write Historical Fiction: Read and Analyze a Mentor Text | Tuesday TE 30-31 Mini Lesson 6 Write Historical Fiction: Brainstorm a Historical Context and Strong Ideas | Wednesday TE 36-37 Mini Lesson 9 Write Historical Fiction: Evaluate Your Ideas | Thursday TE 40-41 Mini Lesson 11 Write Historical Fiction: Develop Characters and Events | Friday TE 46-47 Mini Lesson 14 Grammar: Vary Sentence Structure Spelling test-words with final el, al, or, er 1. blunder 7. medical 2. diesel 8. photocopier 3. federal 9. potential 4. firefighter 10. prospector 5. Glacier 11. survival 6. initial 12. unravel |
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Vocabulary: implied, stated, primary source, secondary source, compare, contrast, historical fiction

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) 4th Grade [Comprehension Intervention Lessons](#) 5th Grade [Comprehension Intervention](#)

Vocabulary Words to Know

significantly, dreary,

Unit 7 Week 2 January 29-February 2 2024 [Graphic Organizers](#) [Unit 7 NCSD Folder](#) [Unit 7 NCSD ALD'S](#) [Unit 7 Additional Student Materials](#)

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|---|--|
| Essential Question: How does conflict shape a society? | |
| Learning Target | Learning Target |
| <ul style="list-style-type: none"> Explain how text structures or features contribute to overall meaning Explain how relevant details support central ideas | <ul style="list-style-type: none"> Track the development of an argument identifying claims, evidence, and reasoning Use context clues to determine meaning |
| Question Stems | |
| <ul style="list-style-type: none"> Is this a primary or a secondary source? What evidence supports your answer? | <ul style="list-style-type: none"> What is a central idea? Give at least one relevant detail that supports the central idea. |

- How is the information in the sources the same? How is it different?
- What text structure is used in this passage? What evidence supports your answer?
- What information can you get from the text features that cannot be found in the text?

- What words/phrases help you to understand the meaning of the word ___?
- What claim does the author make in the text?
- What reason does the author give for the claim?
- What evidence does the author give to support his claim?

Unit 7 Week 2 Standards: ELA.5.R.2.1 Explain how text structures and/or features contribute to the overall meaning of texts. ELA.5.R.2.2.Explain how relevant details support the central idea(s) , implied or stated ELA.5.2.4. Track the development of an argument identifying the specific claim(s), evidence, and reasoning

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Conflicts that Shaped a Nation

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| <p>Monday TE 56-57 Mini Lesson 1 Extended Read1 “Native Americans in the Revolution” First Reading: Apply Metacognitive and Fluency Strategies to Learn about the American Revolution</p> <p>Mini Lesson 4 Extended Read 1 TE 60-61</p> | <p>Tuesday TE 62-63 Mini Lesson 5 Extended Read1 “Native Americans in the Revolution” Build Vocabulary Use Context Clues to Determine the Meaning of Words</p> <p>Mini Lesson 8 Extended Read 1 TE 68-69 “Native Americans in the</p> | <p>Wednesday TE 72-73 Mini Lesson 10 Extended Read “Native Americans in the Revolution” Close Reading: Track the Development of an Argument</p> <p>Add to the Blueprint</p> | <p>Thursday Mini Lesson 12 Extended Read 1 TE 76-77 “Native Americans in the Revolution” Close Reading: Explain How Relevant Details Support Central Ideas</p> <p>Mini Lesson 14 Extended Read 1 TE 80-81</p> | <p>Friday Week 1 Test Week 2 Test</p> |
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5th Grade ELA

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| “Native Americans in the Revolution” Explain How Relevant Details Support Central Ideas | “Revolution” Explain How Text Structures Contribute to Meaning | | “Native Americans in the Revolution” Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task | |
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Small Group: Who Lives Where and Why (Level R) Revolutionary Kids Short Stories (Level T) Paul Revere’s Ride: Researching a Historical Legend (Level V)

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| Monday Who Lives Where and Why: pgs 2-5 Revolutionary Kids: pgs 2-7 Paul Revere’s Ride: pgs 2-5 | Tuesday Who Lives Where and Why: pgs 6-11 Revolutionary Kids: pgs 8-11 Paul Revere’s Ride: pgs 6-9 | Wednesday Who Lives Where and Why: pgs 12-15 Revolutionary Kids: pgs 12-15 Paul Revere’s Ride: pgs 10-13 | Thursday Who Lives Where and Why: pgs 16-19 Revolutionary Kids: pgs 16-19 Paul Revere’s Ride: 14-17 | Friday Who Lives Where and Why: pgs 20-23 Revolutionary Kids: pgs 20-23 Paul Revere’s Ride: 18-23 |
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Writing and Grammar: Write Historical Fiction

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|---|--|---|---|--|
| Monday TE 58-59 Mini Lesson 3 Write Historical Fiction: Use Dialogue and Description to Introduce Conflict and Characters | Tuesday TE 64-65 Mini Lesson 6 Write Historical Fiction: Use Description to Develop Characters and Plot Events | Wednesday TE 70-71 Mini Lesson 9 Write Historical Fiction: Use Dialogue to Develop Characters and Plot Events | Thursday TE 74-75 Mini Lesson 11 Write Historical Fiction: Provide a Conclusion | Friday TE 78-79 Mini Lesson 13 Grammar: Review Pronouns Spelling test -Prefixes re, pre, dis, mis 1. disagree 7. preface 2. disorganized 8. premonition 3. disrespect 9. preservation 4. misbehave 10. regenerate 5. miscalculate 11. relapse 6. misguided 12. reunited |
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Vocabulary: implied, stated, primary source, secondary source, compare, contrast, historical fiction

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

mortally wounded, pension, contributions, infamous, turncoat, woes,

Unit 7 Week 3 February 5-February 9 2024 [Graphic Organizers](#) [Unit 7 NCSD Folder](#) [Unit 7 NCSD ALD’S](#) [Unit 7 Additional Student Materials](#)

Essential Question: How does conflict shape a society?

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| Learning Target | Learning Target |
| <ul style="list-style-type: none"> Describe how an author develops a character’s perspective Explain the development of theme(s) | <ul style="list-style-type: none"> Explain how figurative language and other poetic elements work together Use context clues to determine meaning |

Question Stems

- What is the theme of the (story, drama, poem)?
- What helped you decide that this is the theme?
- Which lines from the text/poem support your theme?
- What are characters able to do because of the setting they are in?
- What character traits does the character possess as he/she confronts his/her conflict?
- What words/phrases help you to understand the meaning of the word ____?

- Identify an example of figurative language.
- What words/phrases help you to understand the meaning of the figurative language?
- What is the main conflict that the character faces?
- What does the character's reaction to the problem say about the kind of person he/she is?
-

Unit 7 Week 3 Standards: ELA.5.RL.1.3. Describe how an author develops a character's perspective in a literary text **ELA.5.RL.1.2. Explain the development stated or implied themes(s) throughout a literary text** ELA.5.R.1.4. Explain how figurative language and other poetic elements work together in a poem . ELA.5.R.2.2 Explain how relevant details support the central idea(s), implied or stated.

Writing Standards: ELA.5.C.1.2. Write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Conflicts that Shaped a Nation

Monday TE 86-87
Mini Lesson 1 Extended Read 2
[“The Eighteenth of April”](#) First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about the American

Tuesday TE 92-93
Mini Lesson 4 Extended Read 2
[“The Eighteenth of April”](#) Close Reading: Describe How an Author Develops a Character's Perspective

Wednesday TE 98-99
Mini Lesson 7 Extended Read 2
[“The Eighteenth of April”](#) and the “Banners of Freedom” Close Reading: Explain the Development of Theme

Thursday TE 102-103
Mini Lesson 9 Close Reading:
 Explain How Relevant Details Support Central Ideas and Summarize

Friday
[Unit 7 Assessment](#)

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| Revolution | | Add to the Blueprint | Mini Lesson 10. Build Knowledge: Discuss the blueprint and build toward the Culminating Task | |
|------------|--|--------------------------------------|--|--|

Small Group: Comprehension Quick Checks

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|--|---|---|--|---------------------------------|
| <u>Monday</u> Quick Check: Development of Theme Baucis and Philemon | <u>Tuesday</u> Quick Check: Development of Theme Last Year's Pup | <u>Wednesday</u> Settings Contribute to Plot Space to Grow | <u>Thursday</u> Settings Contribute to Plot A Glimpse of the Past | <u>Friday</u> Unit 7 Assessment |
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Writing and Grammar: Write Historical Fiction

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| <u>Monday</u> TE 90-91 Mini Lesson 3 Write Historical Fiction: Use Descriptive Language TE 94-95 Mini Lesson 5 Grammar in Context: Explain the Use of Punctuation for Effect | <u>Tuesday</u> TE 96-97 Mini Lesson 6 Write Historical Fiction: Use Variety of Transitional Words and Phrases to Convey Sequence | <u>Wednesday</u> TE 100-101 Mini Lesson 8 Write Historical Fiction: Choose Punctuation for Effect | <u>Thursday</u> TE106-107 Mini Lesson 11 Write Historical Fiction: Vary Sentences Structures | <u>Friday</u> TE110-11 Mini Lesson 13 Write Historical Fiction: Create a Title and Use Digital Tools to Publish Writing <u>Spelling test-</u> words with silent letters- kn, wr, gh, gn, wh 1. assignment 7. rewritten 2. gnaw 8. spaghetti 3. knead 9. wholehearted 4. knight 10. wholesome 5. knowledge 11. wrench 6. rewrite 12. wringer |
|--|---|--|---|---|

Vocabulary: implied, stated, primary source, secondary source, compare, contrast, historical fiction, Perspective,

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

melancholy, prosperity

Unit 8 Week 1 February 12-February 16 2024 [Graphic Organizers](#) [Unit 8 Additional Student Materials](#) [Unit 8 NCSD Folder](#) [Unit 8 NCSD ALD Questions](#)

Essential Question: What does water mean to people and the societies they live in?

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| Learning Target | Learning Target |
| <ul style="list-style-type: none"> Analyze how setting, events, conflict, and characterization contribute to plot Track the development of an argument identifying claims, evidence, and | <ul style="list-style-type: none"> Analyze how figurative language contributes to meaning Use context clues to determine meaning |

reasoning

- Explain how relevant details support the central idea(s)

Question Stems

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| <ul style="list-style-type: none"> ● What are characters able to do because of the setting they are in? ● How would the story change if the setting were different? ● What claim does the author make in the text? ● What reason does the author give for the claim? ● What evidence does the author give to support his claim? ● Identify at least one central idea in the text. ● What relevant details support the central idea? ● Identify an example of figurative language. ● What words/phrases help you to determine the meaning of the figurative language? | <ul style="list-style-type: none"> ● Can you reimagine the story in a different setting? ● What is the main conflict that the character faces? ● What does the character's reaction to the problem say about the kind of person he/she is? ● What character traits does the character possess as he/she confronts his/her conflict? ● What words/phrases help you to understand the meaning of the word ____? |
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Unit 8 Week 1 Standards: ELA.5.RL.1.1. Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. ELA.5.RL.2.3. Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. ELA.5.R.2.2. Explain how relevant details support the central idea(s), implied or explicit ELA.5.R.3.1. Analyze how figurative language contributes to meaning in text(s)

Writing Standards: ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Water Fact and Fiction Consumable

5th Grade ELA

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| <p>Day 1 TE page 134 Mini Lesson 1: Introduce the knowledge focus: Water: Fact and Fiction- View video Introduce vocab: conserve, essential, protect, resource, represent, society</p> | <p>Day 2 TE Page 206 Short Read 1: The Odyssey Begins Mini lesson 4: Build vocabulary: determine the meaning of figurative language Constructive partner talk</p> | <p>Day 3 TE page Short Read 2: Water-Wise Landscaper Mini Lesson 10: First Reading: Apply Metacognitive and Fix up strategies to build knowledge about water conservation Words: scare, reservoirs Response to Literature: Student book: page 10, # 1</p> | <p>Day 4 TE Page 158 Short Read 2: Water-Wise Landscaper Mini Lesson 13: Summarize information to Build Knowledge</p> | <p>Day 5 Mini Lesson 15: Discuss Blueprint/build toward the culminating task Fill in Blue Print</p> |
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Small Group: Water Fact and Fiction Consumable

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| <p>Day 1 TE page 136 Short Read 1: The Odyssey Begins Mini lesson 2: First reading: apply metacognitive and fluency strategies to learn about the role of water in mythology</p> | <p>Day 2 Short Read 1: The Odyssey Begins Mini lesson 7: Analyze characterization in literary text Fill in Blueprint</p> | <p>Day 3 Short Read 2: The Water Wise Landscaper Mini Lesson 12: Analyze how reasons and evidence support an author's claims Constructive Partner Conversation Second Reading</p> | <p>Day 4 Continue mini lesson 13-Students summarize information from the Water Wise Landscaper</p> | <p>Day 5 Continue lesson 15- Response to Literature, #3</p> |
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Writing and Grammar: Write a Research Report

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| <p>Monday Mini Lesson 3 Write a Research Report: Develop your Focus</p> | <p>Tuesday Mini Lesson 6 Write a Research Report: Select Reliable and Valid sources</p> | <p>Wednesday Mini lesson 9 Write a Research Report: Take Notes from Multiple Reliable and Valid Sources</p> | <p>Thursday Mini Lesson 11 Write a Research Report: Use Cause and Effect Text Structure to Plan and Organize an Essay</p> | <p>Friday Mini Lesson 14 Language: Vary Sentence Structure for Interest and Style Spelling test- words with ou, oi 1. amount 7. loyally 2. cowardly 8. moisture 3. devour 9. outstanding 4. doubtful 10. parboil 5. embroiled 11. unavoidable 6. gouge 12. underground</p> |
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Vocabulary: multiple themes, relevant details, descriptive language, infer, problem, solution, figurative language, central idea

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

originated, contrive, ubiquitous,

Essential Question: What does water mean to people and the societies they live in?

Learning Target

Learning Target

- Analyze how setting, events, conflict, and characterization contribute to plot
- Summarize: include plot and theme

- Analyze how figurative language contributes to meaning
- Use context clues to determine meaning

Question Stems

- What is the theme of the (story, drama, poem)?
- What helped you decide that this is the theme?
- Which lines from the text/poem support your theme?
- What are characters able to do because of the setting they are in?
- How would the story change if the setting were different?
- What type of figurative language is used in the text?
- What words/phrases help you determine the meaning of the figurative language used?

- Can you reimagine the story in a different setting?
- What is the main conflict that the character faces?
- What does the character's reaction to the problem say about the kind of person he/she is?
- What character traits does the character possess as he/she confronts his/her conflict?
- What words/phrases help you to understand the meaning of _?

Unit 8 Week 2 Standards: ELA.5.RL.1.1. Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. ELA.5.R.3.2.a Summarize a text to enhance comprehension including plot and theme for a literary text. ELA.5.R.3.1. Analyze how figurative language contributes to meaning in text(s)

Writing Standards: ELA.5.C.4.1. Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Water Fact and Fiction Consumable

5th Grade ELA

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| <p>Monday Extended Read 1: The Voyage Mini Lesson 1: First Reading: Apply Metacognitive & Fluency strategies to build knowledge about water Build vocab/preview the text Vocab: surface, skillfully, discovered, finally</p> | <p>Tuesday TE page 174 Extended Read 1: The Voyage Mini lesson 4: Summarize a literary text Constructive Conversation with a partner-</p> | <p>Wednesday TE page 176 Extended Read 1: The Voyage Mini lesson 5: Analyze how parts of a text fit together to provide structure Story Structure Map Blueprint Response to Literature: Student Book- Page 18, # 2</p> | <p>Thursday TE page 182 Extended Read 1: The Voyage Mini Lesson 8: Close reading: analyze characterization in a literary text Response to Literature: Student Book- Page 18, # 3</p> | <p>Friday Week 1 Test Week 2 Test</p> |
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Small Group: Leveled Readers Danger at the Beach (Level R) Wanderer and the Ice Age (Level T) Finding Fossils (Level W)

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| <p>Monday Danger at the Beach: pgs 3-6 Wanderer and the Ice Age: pgs 2-6 Finding Fossils: pgs 2-5</p> | <p>Tuesday Danger at the Beach: pgs 7-11 Wanderer and the Ice Age: pgs 8-11 Finding Fossils: pgs 6-8</p> | <p>Wednesday Danger at the Beach: pgs 12-15 Wanderer and the Ice Age: pgs 12-15 Finding Fossils: pgs 9-13</p> | <p>Thursday Danger at the Beach: pgs 16-20 Wanderer and the Ice Age: pgs 16-19 Finding Fossils: pgs 15-19</p> | <p>Friday Danger at the Beach: pgs 21-23 Wanderer and the Ice Age: pgs 20-23 Finding Fossils: pgs 20-23</p> |
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Writing and Grammar: Write a Research Report

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| <p>Monday Mini Lesson 3 Write a Research Report: Introduce Your Topic</p> | <p>Tuesday Mini Lesson 6 Write a Research Report: Develop Your Topic with Facts, Details, and Quotations</p> | <p>Wednesday Mini Lesson 9 Write a Research Report: Use Linking Words, Phrases, and Clauses, to connect your ideas</p> | <p>Thursday Mini Lesson 11 Write a Research Report: Provide a Concluding Statement or Section</p> | <p>Friday Spelling test- words with Latin roots: aud, vis, form, cede 1. audience 7. preceded 2. audiobook 8. recede 3. deformed 9. reformation 4. informative 10. supervisor 5. Invisibility 11. transformation 6. platform 12. visionary</p> |
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Vocabulary: multiple themes, relevant details, descriptive language, infer, problem, solution, figurative language, central idea

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

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Vocabulary Words to Know

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Essential Question: What does water mean to people and the societies they live in?

Learning Target

Learning Target

- Track the development of an argument, identifying claims, evidence, and reasoning
- Explain how relevant details support the central idea(s)

- Explain the development of theme(s)
- Explain how text structure and/or features contribute to overall meaning
- Use context clues to determine meaning

Question Stems

- What claim does the author make?
- What evidence does the author use to support the claim?
- What is one theme of the passage?
- What evidence from the text supports the theme?

- What text structure is used in the passage?
- What evidence supports the text structure that you identified?
- What text features are used in the passage?
- What information in the text feature(s) help you to better understand the text?
- What is one central idea of the text?
- What details support the central idea?

Unit 8 Week 3 Standards: ELA.5.R.2.2. Explain how relevant details support the central idea(s), implied or stated ELA.5.RL.1.2. Explain the development of stated or implied theme(s) throughout a literary text ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s) ELA.5.RL.2.4. Track the development of an argument, identifying the specific claim(s), evidence, and reasoning

Writing Standards: ELA.5.C.1.3. Write a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Water Fact and Fiction Consumable

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| <p>Monday Extended Read 2: Questions and answers about the Oceans Mini Lesson 1: First Reading: Apply metacognitive and fix up strategies to build knowledge about Oceans Words: environment, average, unique, percent</p> | <p>Tuesday TE page 206 Extended Read 2: Close Reading: Analyze how an author uses reasons and evidence</p> | <p>Wednesday TE page 212 Mini Lesson 7: Extended Read 2: Close reading: Use text structure to build knowledge</p> | <p>Thursday TE Page 216 Mini Lesson 9: Close reading: Use information from multiple sources to build knowledge</p> | <p>Friday Unit 8 Assessment</p> |
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Small Group: Comprehension Quick Checks

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| <p>Monday Author Supporting Argument Faces on Our Money</p> | <p>Tuesday Author Supporting Argument The Pyramids of Egypt</p> | <p>Wednesday Using Evidence to Support Claims Abraham Lincoln and the Gettysburg Address</p> | <p>Thursday Using Evidence to Support Claims The Roaring Twenties</p> | <p>Friday Unit 8 Assessment</p> |
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Writing and Grammar: Write a Research Report

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| <p>Monday Mini Lesson 3 Write a Research Report Revise to Improve Writing by Expanding Sentences</p> | <p>Tuesday Mini Lesson 6 Write a Research Report Revise to Include Academic Vocabulary</p> | <p>Wednesday Mini Lesson 8 Write a Research Report Correct Inappropriate Shifts in Verb Tenses</p> | <p>Thursday Mini Lesson 11 Write a Research Report Edit to Use Gerunds, Infinitives, and Participial Phrases</p> | <p>Friday Mini Lesson 13 Write a Research Report Create a Title/Use Digital Tools to Publish Writing Spelling test- adjective suffixes: y, ent, ic, ful 1. efficient 7. organic 2. excellent 8. peacefully 3. festive 9. persuasive 4. healthy 10. prehistoric 5. majestic 11. respectful 6. negative 12. unequally</p> |
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Vocabulary: multiple themes, relevant details, descriptive language, infer, problem, solution, figurative language, central idea

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) 4th Grade [Comprehension Intervention Lessons](#) 5th Grade [Comprehension Intervention](#)

Vocabulary Words to Know

inundated

Essential Question: How do economic changes impact society?

Learning Target

- Explain how text features contribute to overall meaning
- Track the development of an argument, identifying claim(s), evidence, and reasoning
- Summarize: Include central idea and relevant details

Learning Target

- Explain how relevant details support the central idea
- Use context clues to determine meaning

Question Stems

- What claim does the author make?
- What evidence does the author use to support the claim?
- What is one theme of the passage?
- What evidence from the text supports the theme?
- Summarize the text using the central idea(s) and relevant details.

- What text structure is used in the passage?
- What evidence supports the text structure that you identified?
- What text features are used in the passage?
- What information in the text feature(s) help you to better understand the text?
- What is one central idea of the text?
- What details support the central idea?

Unit 9 Week 1 Standards: ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s)
 ELA.5.RL.2.4. Track the development of an argument, identifying the specific claim(s), evidence, and reasoning
 ELA.5. R.3.2.a Summarize a text to enhance comprehension of the central idea and relevant details for an informational text
 ELA.5.R.2.2. Explain how relevant details support the central idea(s) implied or stated

Writing Standards: ELA.5.C.5.2. Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
 ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: The Economic Development of Cities Consumable

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| <p><u>Day 1:</u> TE Page 20 Short Read 1: The Birth Of Chicago Mini lesson 1: Introduce the knowledge focus: The Economic Development View video Build vocab: culture, establish, influence, sustainable, migration, revitalize</p> | <p><u>Tuesday</u> TE page 26 Short Read 1: The Birth of Chicago Mini lesson 4: Build vocab: Use context clues to determine the correct definition for multiple meaning words</p> | <p><u>Wednesday</u> TE page 38 Short Read 2: Chicago: An American Hub First reading: apply metacognitive and fix up strategies Response to Literature: Student Book: Page 10, # 2</p> | <p><u>Thursday</u> TE Page 44 Short Read 2: Chicago: An American Hub Mini lesson 13: Summarize using relevant details</p> | <p><u>Friday</u> TE Page 48 Short Read 2: Chicago: An American Hub Mini Lesson 15: Discuss the blueprint/the culminating task</p> |
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Small Group: The Economic Development of Cities Consumable

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| <p><u>Monday</u> Short Read 1: The Birth of Chicago Mini lesson 2: First reading: Apply metacognitive and fluency strategies to build knowledge about economic development</p> | <p><u>Tuesday</u> TE page 32 Short Read 1: The Birth of Chicago Mini lesson 7: Explain how text features contribute to overall meaning Fill in Blueprint</p> | <p><u>Wednesday</u> TE page 42 Short Read 2: Chicago: An American Hub Mini lesson 12: Track the development of an argument</p> | <p><u>Thursday</u> Continue lesson 13: Add to the Blueprint</p> | <p><u>Friday</u> Student Book- page 28 Poem: Skyscraper Analyze and annotate</p> |
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Writing and Grammar Write a Multimedia Presentation

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| <p><u>Monday</u> Lesson 3 Write a Multimedia Presentation Watch a Mentor Presentation</p> | <p><u>Tuesday</u> Lesson 6 Write a Multimedia Presentation Analyze a Mentor Presentation</p> | <p><u>Wednesday</u> Lesson 9 Write a Multimedia Presentation Brainstorm Ideas</p> | <p><u>Thursday</u> Lesson 11 Write a Multimedia Presentation Plan and Organize Your Argument</p> | <p><u>Friday</u> Spelling test- words with irregular past tense verbs 1. blew 7. meant 2. heard 8. swept 3. shook 9. swam 4. bought 10. drew 5. paid 11. brought 6. thought 12. kept</p> |
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Vocabulary: figurative language, metaphor, imagery, personification, perspective, cite, text evidence, infer

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

Outpost, masonry, baron,

Essential Question: How do economic changes impact society?

Learning Target

- Explain how text features contribute to overall meaning
- Track the development of an argument, identifying claim(s), evidence, and reasoning
- Explain how the relevant details support the central idea(s)

Learning Target

- Compare and contrast primary and secondary sources related to the same topic
- Use context clues to determine meaning

Question Stems

- What claim does the author make?
- What evidence does the author use to support the claim?
- What is one theme of the passage?
- What evidence from the text supports the theme?
- Is this a primary or a secondary source? How do you know?

- What text structure is used in the passage?
- What evidence supports the text structure that you identified?
- What text features are used in the passage?
- What information in the text feature(s) help you to better understand the text?
- What is one central idea of the text?
- What details support the central idea?

Unit 9 Week 2 Standards: ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s)
 ELA.5.RL.2.4. Track the development of an argument, identifying the specific claim(s), evidence, and reasoning
 ELA.5.R.2.2. Explain how relevant details support the central idea(s) implied or stated
 ELA.5.R.3.3. Compare and contrast primary and secondary sources related to the same topic

Writing Standards: ELA.5.C.5.2. Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
 ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: The Economic Development of Cities consumable

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| Monday Vocabulary Practice: Welcome to Houston's International District | Tuesday Vocabulary Practice Test-Philadelphia, here we come | Wednesday Vocabulary Practice Page 25 Helping Communities Grow in New York City | Thursday Week 1 Test Week 2 Test | Day 5 No School |
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Small Group Leveled Readers Dear Annie (Level R) Working in the 1800s (Level S) Immigrant Success Stories (Level V)

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| Monday Dear Annie: pgs 2-7 Working in the 1800s pgs 2-5 Immigrant Success Stories: pgs 2-5 | Tuesday Dear Annie: pgs 8-13 Working in the 1800s: pgs 6-9 Immigrant Success Stories: pgs 6-9 | Wednesday Dear Annie: pgs 14-19 Working in the 1800s pgs 10-13 Immigrant Success Stories: pgs 10-13 | Thursday Dear Annie: pgs 20-23 Working in the 1800s: pgs 14-17 Immigrant Success Stories: pgs 14-18 | Friday Dear Annie: pgs Summarize the text Working in the 1800s: pgs 18-22 Immigrant Success Stories: pgs 19-22 |
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Writing and Grammar: Write a Multimedia Presentation

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| Monday Mini Lesson 3 Write a Multimedia Presentation Introduce Your Topic | Tuesday Mini Lesson 6 Write a Multimedia Presentation Include Reasons and Evidence to Support Claims | Wednesday Mini Lesson 9 Write a Multimedia Presentation Provide a Concluding Statement | Thursday Mini Lesson 11 Write a Multimedia Presentation Gather Images for Your Presentation Spelling test- Inflectional endings with spelling changes 1. required 7. separating 2. evacuated 8. minimizing 3. assembling 9. communicating 4. satisfied 10. submitted 5. exemplified 11. qualified 6. circulating 12. defied | Friday Mini Lesson 13 Write a Multimedia Presentation Create Visuals to Support Claims and Reasons |
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Vocabulary: figurative language, metaphor, imagery, personification, perspective, cite, text evidence, infer

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

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Essential Question: How do economic changes impact society?

Learning Target

- Explain how text features contribute to overall meaning
- Track the development of an argument, identifying claim(s), evidence, and reasoning

Learning Target

- Explain how relevant details support the central idea(s)
- Explain how figurative language and other poetic elements work together in a poem
- Use context clues to determine meaning

Question Stems

- What claim does the author make?
- What evidence does the author use to support the claim?
- What is one theme of the passage?
- What evidence from the text supports the theme?
- Identify an example of figurative language that is used.
- What words/phrases help you to understand the figurative language?

- What text structure is used in the passage?
- What evidence supports the text structure that you identified?
- What text features are used in the passage?
- What information in the text feature(s) help you to better understand the text?
- What is one central idea of the text?
- What details support the central idea?

Unit 9 Week 3 Standards: ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s)
 ELA.5.RL.2.4. Track the development of an argument, identifying the specific claim(s), evidence, and reasoning
 ELA.5.R.2.2. Explain how relevant details support the central idea(s) implied or stated
 ELA.5.R.1.4. Explain how figurative language and other poetic elements work together in a poem.

Writing Standards: ELA.5.C.5.2. Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
 ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: The Economic Development of Cities Consumable

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| <p>Monday TG 86-87 “Old Cities Revitalize” First Reading Apply Metacognitive and Fix-Up Strategies to Build Knowledge about Economic Revitalization</p> | <p>Tuesday TG 92-93 “Old Cities Revitalize” Close Reading: Track the Development of an Argument</p> | <p>Wednesday TG 98-99 Close Reading: Explain How Text Features Contribute to Meaning Add to blueprint</p> | <p>Thursday TG 102-103 and 104-105 Close Reading: Explain How Relevant Details Support Central Ideas Build Knowledge: Discuss Blueprint And Build Toward Culminating Task</p> | <p>Friday Unit 9 Assessment</p> |
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Small Group Comprehension Quick Checks

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| <p>Monday Identify and Quote Relevant Details Why is Washington DC. our capital?</p> | <p>Tuesday Identify and Quote Relevant Details Methuselah</p> | <p>Wednesday Explain how relevant details support the central ideas Scottish-American Games</p> | <p>Thursday Explain how relevant details support the central ideas Chinese New Year Celebrations</p> | <p>Friday Unit 9 Assessment</p> |
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Writing and Grammar: Write a Multimedia Presentation

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| <p>Monday Mini Lesson 3 Write a Multimedia Presentation: Revise to Include Multimedia Components</p> | <p>Tuesday Mini Lesson 6 Write a Multimedia Presentation: Revise to Include Formatting to Aid Comprehension</p> | <p>Wednesday Mini Lesson 8 Write a Multimedia Presentation: Rehearse Your Presentation</p> | <p>Thursday Mini Lesson 11 Write a Multimedia Presentation: Share your Presentation</p> | <p>Friday Mini Lesson 13 Review and Reflect Spelling test- words with prefixes that describe where- pro, em,en, per, im 1. embarrass 7. encase 2. entrench 8. imprint 3. perforate 9. promote 4. embitter 10. engulf 5. empact 11. percentage 6. persist 12. propose</p> |
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Vocabulary: figurative language, metaphor, imagery, personification, perspective, cite, text evidence, infer

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

3rd Grade - [Comprehension Intervention Lessons](#) [4th Grade Comprehension Intervention Lessons](#) [5th Grade Comprehension Intervention](#)

Vocabulary Words to Know

suburbs, diverse, metropolitan, incentives, prospects

Essential Question: *Why do we measure and describe the world?*

Learning Target

- Summarize an informational text: include central idea and relevant details
- Explain how text structures contribute to meaning

Learning Target

- Explain how relevant details support the central idea(s)
- Use context clues to determine meaning

Question Stems

- Summarize the text using central idea(s) and relevant details.
- What text structure is used in this text? Give evidence to support your answer.

- What is one central idea of the text?
- What details support the central idea?
- What words/phrases help to determine the meaning of the word __?

Unit 10 Week 1 Standards: ELA.5. R.3.2.b Summarize a text to enhance comprehension, include the central idea and relevant details for an informational text ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s) ELA.5.R.2.2. Explain how relevant details support the central idea(s) implied or stated

Writing Standards: ELA.5.C.1.5. Improve writing by planning, revising, and editing with guidance and support from adults and feedback from peers.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing. ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Transforming Matter Consumable

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| <p>Day 1 TE 134-135 Mini Lesson 1: Introduce the knowledge focus: Transforming Matter View video Introduce the Blueprint</p> | <p>Day 2 TE 140-141 Mini Lesson 4 Short Read 1: "John Dalton" Explain How Text Structures Contribution to the Meaning of a text</p> | <p>Day 3 TE 152-153 Mini Lesson 10 Short Read 2 "Matter is Everywhere!" First Read: Apply Metacognitive and Fix-Up Strategies to Build Knowledge about Matter</p> | <p>Day 4 TE Page 158-159 Mini Lesson 13 Cross-Text Analysis Use Information from Multiple Sources on the Same Topic to Support Ideas</p> | <p>Day 5 SE 25 Vocabulary Practice Text : "From Epsicle to Popsicle" Read vocabulary practice text. As you read, pay special attention to the vocabulary words in blue.</p> |
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Small Group: Transforming Matter Consumable

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| <p>Monday TE 136-137 Mini Lesson 2 Short Read 1: "John Dalton" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Matter</p> | <p>Tuesday TE 146-147 Mini Lesson 7 Short Read 1 "John Dalton" Summarize an informational Text Begin the Blueprint</p> | <p>Wednesday TE 156-157 Mini Lesson 12 Short Read 2 "Matter is Everywhere!" Explain How Text Structure Contribute to Meaning in a Text Add to the Blueprint</p> | <p>Thursday TE 162-163 Mini Lesson 15: Discuss Blueprint/build toward the culminating task Fill in Blueprint</p> | <p>Friday SE 28-29 Poetry Out Loud! Read Poem: The Snowflake Read and review the structure of a poem</p> |
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Writing and Grammar Write a Diamante Poem

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| <p>Monday Mini Lesson 3 Write a Diamante Poem Introduce the Genre</p> | <p>Tuesday Mini Lesson 6 Write a Diamante Poem Analyze the Diamante Form</p> | <p>Wednesday Mini Lesson 9 Write a Diamante Poem Brainstorm Ideas and Plan Diamante</p> | <p>Thursday Mini Lesson 11 Write a Diamante Poem Evaluate your ideas to narrow focus</p> | <p>Friday Mini Lesson 14 Write a Diamante Poem Develop ideas through Freewriting Spelling test- Spelling changes/irregulars 1. facilities 7. geese 2. moose 8. secretaries 3. vetoes 9. wolves 4. feet 10. leaves 5. people 11. territories 6. warrants 12. women</p> |
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Vocabulary: firsthand account, secondhand account, metaphor, simile, idiom, poetry, prose, verse, perspective,

Para Center: Use Comprehension Interventions to drive instruction based on the needs of students and lack of understanding of standards

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Vocabulary Words to Know

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Essential Question: Why do we measure and describe the world?

Learning Target

- Explain how text structures contribute to meaning
- Explain how relevant details support the central idea(s)

Learning Target

- Use context clues to determine meaning

Question Stems

- What text structure is used in this text? Give evidence to support your answer.

- What is one central idea of the text?
- What details support the central idea?
- What words/phrases help to determine the meaning of the word __?

Unit 10 Week 2 Standards: ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s)
 ELA.5.R.2.2. Explain how relevant details support the central idea(s) implied or stated

Writing Standards: ELA.5.C.1.5. Improve writing by planning, revising, and editing with guidance and support from adults and feedback from peers.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
 ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Transforming Matter

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| <p>Monday TE 168-169 Mini Lesson 1 Extended Read 1 "Investigate: Changes in Matter" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Matter</p> <p>Mini Lesson 4 Extended Read 1 TE 174-175 "Investigate: Changes in Matter" Explain How Relevant Details Support Central Ideas</p> | <p>Tuesday TE 176-177 Mini Lesson 5 Extended Read 1 "Investigate: Changes in Matter" Build Vocabulary: Use Context Clues to Determine the Meaning of Words and Phrases</p> <p>Mini Lesson 8 182-183 Extended Read 1 "Investigate: Changes in Matter" Close Reading: Use Relevant Information from Multiple Sources</p> | <p>Wednesday TE 186-187 Mini Lesson 10 Extended Read 1 "Investigate: Changes in Matter" Close Reading: Explain How Text Structures Contribute to Meaning in a Text Add to the Blueprint</p> <p>Mini Lesson 12 TE 109-191 Cross-Text Analysis: Transforming Matter (all selections Close Reading: Use Text Structure to Build Knowledge</p> | <p>Thursday TE Mini Lesson 14 Build Knowledge: Discuss the Blueprint and build Toward the culminating Task</p> | <p>Friday Week 1 Test Week 2 Test</p> |
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Small Group Leveled Readers: The Sky is Green (Level R) Tamales Made by the Sun (Level T) Candles in Space (Level W)

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| <p>Monday The Sky is Green: pgs 2-7 Tamales Made by the Sun: pgs 2-5 Candles in Space: pgs 2-5</p> | <p>Tuesday The Sky is Green: pgs 8-13 Tamales Made by the Sun: pgs 6-11 Candles in Space: pgs 6-11</p> | <p>Wednesday The Sky is Green: pgs 14-17 Tamales Made by the Sun: pgs 12-17 Candles in Space: pgs 12-17</p> | <p>Thursday The Sky is Green: pgs 18-21 Tamales Made by the Sun: pgs 18-23 Candles in Space: pgs 18-23</p> | <p>Friday With each group, summarize the text that was read, focusing on central ideas and relevant details</p> |
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Writing and Grammar: Write a Diamante Poem

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| <p>Monday Mini Lesson 3 Write a Diamante Poem Draft a Diamante Poem</p> | <p>Tuesday Mini Lesson 6 Write a Diamante Poem Revise Using Assonance to Add Musical Quality</p> | <p>Wednesday Mini Lesson 11 Write a Diamante Poem Revise to Improve the Form of your Diamante</p> | <p>Thursday Mini Lesson 13 Write a Diamante Poem Use a Checklist to Edit Your Diamante Poem</p> | <p>Friday Mini Lesson 14 Write a Diamante Poem Spelling test- Spelling changes/irregulars 1. facilities 7. geese 2. moose 8. secretaries 3. vetoes 9. wolves 4. feet 10. leaves 5. people 11. territories 6. warranties 12. women</p> |
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Vocabulary: firsthand account, secondhand account, metaphor, simile, idiom, poetry, prose, verse, perspective,

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Vocabulary Words to Know

paraffin, strip-mining, leisure

Essential Question: Why do we measure and describe the world?

Learning Target

- Explain how text structure contributes to meaning
- Explain how relevant details support the central idea(s)

Learning Target

- Use context clues to determine meaning

Question Stems

- Summarize the text using central idea(s) and relevant details.
- What text structure is used in this text? Give evidence to support your answer.

- What is one central idea of the text?
- What details support the central idea?
- What words/phrases help to determine the meaning of the word __?

Unit 10 Week 3 Standards: ELA.5.R.2.1. Explain how text structures and /or features contribute to the overall meaning of text(s)
 ELA.5.R.2.2. Explain how relevant details support the central idea(s) implied or stated

Writing Standards: ELA.5.C.2.1 Present information orally, in a logical sequence using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.

Grammar Standards: ELA.5.C.3.1. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Vocabulary Standards: ELA.5.V.1.1 Recognize and appropriately use grade level academic vocabulary in speaking and writing.
 ELA.5.V.1.3. Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade level.

Whole Group: Transforming Matter

5th Grade ELA

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| <p>Monday TG 200-201 “Marie M. Daly” First Reading: Apply Metacognitive and Fix-Up Strategies to Build Knowledge and Biochemistry</p> | <p>Tuesday 206-207 “Marie M. Daly” Close Reading: Explain How Text Structures Contribute to Meaning in a Text</p> | <p>Wednesday TG 212-213 “Marie M. Daly” Close Reading: Use Text Structure to Build Knowledge and Biochemistry Add to blueprint</p> | <p>Thursday TG 216-217 and 218-219 Close Reading: Use Information from Multiple Sources on the Same Topic</p> <p>Build Knowledge: and Build Toward the Culminating Task</p> | <p>Friday Unit 10 Assessment</p> |
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Small Group Comprehension Quick Checks

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| <p>Monday Use Context Clues to Determine Meaning Pick Your Poison</p> | <p>Tuesday Use Context Clues to Determine Meaning The Peaceful Dragon</p> | <p>Wednesday Explain the Impact of Text Structure The French and Indian War</p> | <p>Thursday Explain the Impact of Text Structure The Civilian Conservation Corps</p> | <p>Friday Unit 10 Assessment</p> |
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Writing and Grammar: Reflecting

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| <p>Monday Mini Lesson 3 Reflect on Narrative Writing</p> | <p>Tuesday Mini Lesson 6 Reflect on Expository Writing</p> | <p>Wednesday Mini Lesson 9 Reflect on Opinion Writing</p> | <p>Thursday Mini Lesson 11 Prepare to Share</p> | <p>Friday Mini Lesson 13 Spelling test -words with Science roots: se, mech, cycle, phys, chem List 29</p> <table style="width: 100%; border: none;"> <tr> <td>1. chemistry</td> <td>7. motorcycle</td> </tr> <tr> <td>2. physician</td> <td>8. recycle</td> </tr> <tr> <td>3. sediment</td> <td>9. selection</td> </tr> <tr> <td>4. mechanical</td> <td>10. physically</td> </tr> <tr> <td>5. physics</td> <td>11. security</td> </tr> <tr> <td>6. sensation</td> <td>12. tricycle</td> </tr> </table> | 1. chemistry | 7. motorcycle | 2. physician | 8. recycle | 3. sediment | 9. selection | 4. mechanical | 10. physically | 5. physics | 11. security | 6. sensation | 12. tricycle |
| 1. chemistry | 7. motorcycle | | | | | | | | | | | | | | | |
| 2. physician | 8. recycle | | | | | | | | | | | | | | | |
| 3. sediment | 9. selection | | | | | | | | | | | | | | | |
| 4. mechanical | 10. physically | | | | | | | | | | | | | | | |
| 5. physics | 11. security | | | | | | | | | | | | | | | |
| 6. sensation | 12. tricycle | | | | | | | | | | | | | | | |

Vocabulary: firsthand account, secondhand account, metaphor, simile, idiom, poetry, prose, verse, perspective,

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Vocabulary Words to Know

Essential Question: Why do we measure and describe the world?

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Small Group Comprehension Quick Checks

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Writing and Grammar: Reflecting

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Vocabulary: firsthand account, secondhand account, metaphor, simile, idiom, poetry, prose, verse, perspective,

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Vocabulary Words to Know

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Review Week April 29-May 3 2024