

Grade 5 Reading/Writing

Unit One: Depending on Each Other - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

NJSLS Foundational Skills: Writing

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.

NJSLS Writing

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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- **W.NW.5.3.A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.5.3.B.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.NW.5.3.C.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **W.NW.5.3.D.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.5.3.E.** Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PI.5.4** Report on a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **(Climate Change)**

NJSLS Mathematics

- **5.NBT.B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

NJSLS Science

- **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water
- **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- **5-ESS2-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- **5-ESS2-2.** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- **3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- **3-5-ETS1-3.** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

NJSLS Social Studies

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsCM.6** - Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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- **6.1.5.CivicsPR.1** - Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.CivicsPR.3** - Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4** - Explain how policies are developed to address public problems.

NJSLS Health and Physical Education

- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.4.:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- **2.1.5.EH.1:** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.4** - Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.2** - Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.1** - Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.IML.1** - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.1** - Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Central Idea / Enduring Understanding:

- Readers understand that themes in literary texts are developed through the characters, settings, and events.
- Writers understand that various narrative techniques can be used to develop stories.
- Learners understand that people change in reaction to their surroundings.

Essential/Guiding Question:

How do readers determine themes in literary texts?

How do writers use dialogue and details to develop characters and their experiences?

Content (Goals):

- Readers will determine themes in literary texts by comparing and contrasting characters, settings, and events.
- Writers will use dialogue and details to develop challenging character experiences.

Skills(Objectives):

Reading

- Compare and contrast characters
- Author's craft
- Point of view
- Plot

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<ul style="list-style-type: none"> • Learners will explain how people change in reaction to their surroundings. <p>Text Complexity Measures - TR48 - TR57 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<ul style="list-style-type: none"> • Character motivation • Compare setting • Style • Dialogue • Theme • Figurative Language • Developing Theme • Repetition • Character and Events • Characterization • Compare and contrast setting • Compare and contrast topics <p>Writing</p> <ul style="list-style-type: none"> • Write about characters • Write a literary analysis • Retell a scene from a different point of view • Write to establish a situation • Write a description of a character • Write a sequence of events • Describe a setting • Write a dialogue between two characters • Revise to add details supporting a theme • Write a new scene • Review and revise a scene • Plan an original story • Draft a scene • Revise and rewrite a narrative • Edit and proofread a narrative • Publish and present a narrative • Write using multiple sources • Write a short story
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Narrative Task: Write a Short Story - Scholars will write a short story about a character who cares about his or her surroundings. They will describe the actions the character takes to show his or her understanding of the environment. • Scholars will: <ul style="list-style-type: none"> ◦ create and organize a sequence of events with a clear beginning, middle, and end. ◦ use narrative techniques, including dialogue and description, to develop events and characters. ◦ use transition words to connect the events. ◦ include an ending that brings the story to a conclusion. 	<p><u>Other Evidence:</u> Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ◦ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ◦ Narrative ◦ Informative/Explanatory ◦ Opinion
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	<ul style="list-style-type: none"> Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> Selection Test - Anchor Text Performance-Based Assessment - Module A & B End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Compare and Contrast Characters</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> Suffix <i>-ly</i> <p>Build Understanding:</p> <ul style="list-style-type: none"> Set the Purpose - Share the Enduring Understanding: Writers' techniques help readers get to know characters, their experiences, and their responses to situations. Engage Scholars - Introduce the novel <i>Night of the Spadefoot Toads</i>. Share the Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue and details to develop characters and their experiences? Read - Follow Shared Reading Routine to read chapter 1 focusing on what the text is mainly about. Turn and Talk - Follow Think-Pair-Share Routine to discuss: Who are the main characters so far? <p>Close Read:</p> <ul style="list-style-type: none"> Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> Compare and Contrast Characters - Complete Venn Diagram with class to compare. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p>	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Compare and Contrast Characters</p> <ul style="list-style-type: none"> TE pg. 12 TE pg. 12 TE pg. 12 <i>Night of the Spadefoot Toads</i> TE pg. 12 <i>Night of the Spadefoot Toads</i> Chapter 1 Shared Reading Routine TR10-11 TE pg. 12 <i>Night of the Spadefoot Toads</i> Chapter 1 Think-Pair-Share Routine TR2-3 TE pg. 13 <i>Night of the Spadefoot Toads</i> Chapter 1 Whole Class Discussion Routine TR4-5 Small Group Discussion TR6-7 TE pgs. 13-14 By-the-Way Words - whipsnakes, sidewinders Benchmark Vocabulary - claimed, experiment, species Benchmark Vocabulary Routine for Literary Text TR28-31 Generative Vocabulary Chart TE 3-5 TE pg. 14 Venn Diagram TR43 <p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> TE pg. 21

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- **Common and Proper Nouns** - Display excerpts of pgs. 3 and 4 to guide scholars in identifying common and proper nouns.

Set the Purpose:

- **Compare and Contrast Characters** - Explain that in a story the author includes characters' traits, thoughts, feelings, and actions. Guide scholars to review the characters in Chapter 1 and how they are alike and different.

Teach and Model:

- **Compare and Contrast Characters** - Display and read pgs. 1 and 3 to show how writers introduce main characters and conflict at the very beginning.

Prepare to Write:

- **Compare and Contrast Characters** - Scholars reread Chapter 1 to reflect on the characters and how they are alike and different. Model selecting two characters and write to compare and contrast their traits, thoughts, feelings, and actions.

Independent Writing Practice:

- **Compare and Contrast** - Scholars reread Chapter 1 and choose two characters. They will write two paragraphs, one for each character to compare and contrast. Writing should include descriptions of character traits, thoughts, feelings, words, and actions.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main characters and how they are similar and different.

Learning Opportunities/Strategies:

Lesson 2 - READING: Determine the Meaning of Words and Phrases

Foundational Skills Mini-Lesson:

- **Suffix -ly**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that various narrative techniques can be used to develop stories. Scholars will examine figurative and literal language.
- **Engage Scholars** - Preview chapters 2 and 3. Share the Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue and details to develop characters and

- *Night of the Spadefoot Toads* pgs. 3 and 4

- TE pg. 18
- *Night of the Spadefoot Toads* Chapter 1

- TE pg. 18
- *Night of the Spadefoot Toads* Chapter 1

- TE pg. 19
- *Night of the Spadefoot Toads* Chapter 1
- Teacher Modeled Writing (Compare/Contrast Two Characters)

- TE pg. 20
- *Night of the Spadefoot Toads* Chapter 1
- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Determine the Meaning of Words and Phrases

- TE pg. 22

- TE pg. 22

- TE pg. 22
- *Night of the Spadefoot Toads* Chapters 2 and 3

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their experiences? Explain that author's word choices guide understanding.

- **Read** - Follow Shared Reading Routine to read chapters 2-3 focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the difference between how Ben feels when he is alone and with people?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Author's Craft** - Display and complete with class Web A to use precise words to describe a frog.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Abstract Nouns** - Explain abstract nouns are not concrete. They refer to ideas, feelings, and qualities. Display table and make a list of examples of abstract and concrete nouns.

Set the Purpose:

- **Analyze Craft and Style** - Scholars will identify how authors use descriptive details and emulate this in their own writing

Teach and Model:

- **Analyze Craft and Style** - Display and read pg. 18 to show how the writer describes by using different types of sentences with various lengths.

Prepare to Write:

- **Write a Literary Analysis** - Scholars will write several paragraphs to analyze the author's craft in *Night of the Spadefoot Toads*. Think of Essential Questions: How do writer's use dialogue and details to describe characters and their experiences? Explain the following narrative techniques: varied

- TE pg. 22
- *Night of the Spadefoot Toads* Chapter 2 and 3
- Shared Reading Routine TR10-11

- TE pg. 22
- *Night of the Spadefoot Toads* Chapter 2 and 3
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *Night of the Spadefoot Toads* Chapters 2 and 3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 23-24
- By-the-Way Words - shed skin
- Benchmark Vocabulary - ecosystems, biomes
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 24 Web A TR44
- *Night of the Spadefoot Toads* Chapter 2 and 3

Resources

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31

- TE pg. 28

- TE pg. 28
- *Night of the Spadefoot Toads* pg. 18

- TE pg. 29
- *Night of the Spadefoot Toads*

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sentence length, sensory details, vivid descriptions, and mood.

Independent Writing Practice:

- **Write a Literary Analysis** - Scholars will select a 5-10 line passage from Chapters 2 or 3 to analyze by writing several paragraphs. Explain they must use examples from the text to consider the author's choices: sentence length, word choice, and sensory details. They must include how these elements create effects and meaning.

Share Writing:

- Volunteers share their writing with the class. The class discusses how the author creates particular effects and conveys meaning.

Learning Opportunities/Strategies:

Lesson 3 - READING: Relate Point of View to Description of Events

Foundational Skills Mini-Lesson:

- Suffix *-ly*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that various narrative techniques can be used to develop stories.
- **Engage Scholars** - Summarize the plot so far. Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Explain characters/actions are influenced by the narrator's point of view.
- **Read** - Follow Shared Reading Routine to read chapters 4-5 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What causes Ben to act the way he does with the wood frog? What is Ben's conflict regarding Danny's party?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use

- TE pg. 30
- *Night of the Spadefoot Toads* Chapters 2 or 3
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 - READING: Relate Point of View to Description of Events

- TE pg. 32
- TE pg. 32
- TE pg. 32
- *Night of the Spadefoot Toads* Chapters 1-3
- TE pg. 32
- *Night of the Spadefoot Toads* Chapters 4 and 5
- Shared Reading Routine TR10-11
- TE pg. 32
- *Night of the Spadefoot Toads* Chapters 4 and 5
- Think-Pair-Share Routine TR2-3
- TE pg. 33
- *Night of the Spadefoot Toads* Chapters 4 and 5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 33-34
- By-the-Way Words - amphibians, curriculum, haunches
- Benchmark Vocabulary - wry, baffled

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the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Point of View** - Display and complete with class the T-Chart to show the impact of point of view.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Plural, Singular, and Collective Nouns** - Display and read excerpts from *Night of the Spadefoot Toads* to show how nouns can either be singular, plural, or a collective group.

Set the Purpose:

- **Analyze Narrative Point of View** - Scholars will analyze a narrator's point of view by writing a new scene from the point of view of a character in *Night of the Spadefoot Toads*. Explain the most common points of view: First and Third Person Limited/Omniscient using excerpts from *Night of the Spadefoot Toads*.

Teach and Model:

- **Analyze Narrator Point of View** - Use an excerpt from the novel on pgs. 47 and 56 to note the narrator's insights into characters.

Prepare to Write:

- **Retell A Scene from a Different Point of View** - Review the different types of point of view. Use questions to guide scholars to review how point of view shapes the novel. Explain directions for rewriting a passage from the novel with a third person point of view.

Independent Writing Practice:

- **Retell A Scene from a Different Point of View** - Explain that scholars will choose a passage from chapters 4 or 5 and present the scene from the point of view of another character.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main character's feelings, reactions, and thoughts.

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 34
- T-Chart TR39

Resources

Lesson 3 - WRITING: Narrative Writing

- TE pg. 41
- *Night of the Spadefoot Toads*

- TE pg. 38
- *Night of the Spadefoot Toads* pgs. 47 and 56

- TE pg. 38
- *Night of the Spadefoot Toads* pgs. 47 and 56

- TE pg. 39
- *Night of the Spadefoot Toads* Chapters 4 or 5

- TE pg. 40
- *Night of the Spadefoot Toads* Chapters 4 or 5
- Digital Options

- TE pg. 40
- Student Writing

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Learning Opportunities/Strategies:

Lesson 4 - READING: Understand Plot

Foundational Skills Mini-Lesson:

- **Suffix -ly**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that themes in literary texts are developed through the characters, settings, and events. Explain that examining events helps to understand the plot.
- **Engage Scholars** - Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Explain how using information about characters and events to help understand the message in a text.
- **Read** - Follow Shared Reading Routine to read chapters 6-7 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What challenges does Ben face and how does he respond to those challenges?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Plot** - Display and complete with class Story Sequence B to record plot points.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Pronouns** - Display the chart of different types of pronouns and read excerpts from *Night of the Spadefoot Toads* to show examples of pronouns.

Set the Purpose:

Resources:

Lesson 4 - READING: Understand Plot

- TE pg. 42
- TE pg. 42
- TE pg. 42
- TE pg. 42
- *Night of the Spadefoot Toads* Chapters 6 and 7
- Shared Reading Routine TR10-11
- TE pg. 42
- *Night of the Spadefoot Toads* Chapters 6 and 7
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *Night of the Spadefoot Toads* Chapters 6 and 7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 43-44
- By-the-Way Words - crustaceans, herpetologist
- Benchmark Vocabulary - deflated, marvel, vernal
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 44 Story Sequence B TR38
- *Night of the Spadefoot Toads* Chapters 6 and 7

Resources

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- *Night of the Spadefoot Toads*

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- **Establish a Situation** - Explain that at the beginning of a story the writer establishes a situation, main characters, settings, and the narrator.

Teach and Model:

- **Establish a Situation** - Use questions and an excerpt from the novel on pg.1 to show how the writer gives clues at the beginning to orient the reader to the characters, setting, conflict, and narrator.

Prepare to Write: down

- **Write to Establish a Situation** - Use Story Sequence B graphic organizer to explain and model how writers tell readers about the characters, setting, and plot.

Independent Writing Practice:

- **Write to Establish a Situation** - Scholars write one page establishing a situation (characters, narrator, sequence of events, in an original story using *Night of the Spadefoot Toads* as a model.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main characters and summarizes the situation.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Characters' Actions

Foundational Skills Mini-Lesson:

- **Suffix -ly**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that themes in literary texts are developed through the characters, settings, and events. Key details helps to explain why characters act they way they do.
- **Engage Scholars** - Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Explain how examining characters' reactions to events helps to learn more about them.
- **Read** - Follow Shared Reading Routine to read chapters 8-9 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why is Ben having a hard time working on his report?

- TE pg. 48

- TE pg. 48
- *Night of the Spadefoot Toads* pg. 1

- TE pg. 49
- Story Sequence B Graphic Organizer

- TE pg. 50
- *Night of the Spadefoot Toads*
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Understand Characters' Actions

- TE pg. 52

- TE pg. 52

- TE pg. 52

- TE pg. 52
- *Night of the Spadefoot Toads* Chapters 8 and 9
- Shared Reading Routine TR10-11

- TE pg. 52
- *Night of the Spadefoot Toads* Chapters 8 and 9
- Think-Pair-Share Routine TR2-3

Grade 5 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character Motivation** - Display and complete with class Story Sequence B to record events.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Personal Pronouns** - Display the listing of personal pronouns and read excerpts from *Night of the Spadefoot Toads* to show examples of personal pronouns forms (subject/object).

Set the Purpose:

- **Develop a Character** - Scholars will add descriptive details to their writing from lesson 4 to develop the main character. Think of Essential Question: How do writers use dialogue/details to develop characters and their experiences?

Teach and Model:

- **Write a Description of a Character** - Use excerpts from the novel on pgs. 93 and 105 to show how the narrator includes Ben's emotions, thoughts, and responses.

Prepare to Write:

- **Write a Description of a Character** - Model adding descriptive details about how your character looks and sounds to others in a story. Incorporate examples of similes and metaphors.

Independent Writing Practice:

- **Write a Description of a Character** - Scholars use sensory details to develop the character they introduced in Lesson 4.

Share Writing:

- TE pg. 53
- *Night of the Spadefoot Toads* Chapters 8 and 9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 53-54
- By-the-Way Words - hasp
- Benchmark Vocabulary - extinct, careens
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 54 Story Sequence B TR38
- *Night of the Spadefoot Toads* Chapters 8 and 9

Resources

Lesson 5 - WRITING: Narrative Writing

- TE pg. 61
- *Night of the Spadefoot Toads*
- TE pg. 58
- TE pg. 58
- *Night of the Spadefoot Toads* pgs. 93 and 105
- TE pg. 59
- Teacher Modeled Writing
- TE pg. 60
- Student Writing Lesson 4
- Digital Options

Grade 5 Reading/Writing

- Volunteers share their writing with the class. The class identifies traits and sensory details about characters in each narrative.

Learning Opportunities/Strategies:

Lesson 6 - READING: Identify Characters and Settings

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that themes in literary texts are developed through the characters, settings, and events. Explain authors use key details to describe characters and the setting.
- **Engage Scholars** - Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Explain how details identify characters and settings.
- **Read** - Follow Shared Reading Routine to read chapter 10 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does Ben finally confess?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Settings** - Display and complete with class Venn Diagram to show how settings influence characters.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Possessive Pronouns** - Display the listing of possessive pronouns and display sentences to show examples of possessive pronouns.

- Student Writing

Resources:

Lesson 6 - READING: Identify Characters and Settings

- TE pg. 62
- TE pg. 62
- TE pg. 62
- TE pg. 62
- *Night of the Spadefoot Toads* Chapter 10
- Shared Reading Routine TR10-11
- TE pg. 62
- *Night of the Spadefoot Toads* Chapter 10
- Think-Pair-Share Routine TR2-3
- TE pg. 63
- *Night of the Spadefoot Toads* Chapter 10
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 63-64
- By-the-Way Words - spadefoot
- Benchmark Vocabulary - straggle, welling, dwindled, feebly
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 64
- Venn Diagram TR43
- *Night of the Spadefoot Toads* Chapter 10

Resources

Lesson 6 - WRITING: Narrative Writing

- TE pg. 71

Grade 5 Reading/Writing

Set the Purpose:

- **Develop a Sequence of Events** - Scholars will use their writing from lessons 4 and 5 to write a sequence of events using transitional words.

Teach and Model:

- **Develop a Sequence of Events** - Use excerpts from the novel on pgs. 131 and 120-121 to make a list of events and to show transitional phrases.

Prepare to Write:

- **Write a Sequence of Events** - Use Story Sequence A graphic organizer to model drafting a one event for each that tells the story in order using sequence words and phrases. Chart and display sequence words and phrases.

Independent Writing Practice:

- **Write a Sequence of Events** - Scholars develop a sequence of events using their narrative from lessons 4 and 5 with a beginning, middle, and end and transitions.

Share Writing:

- Volunteers share their writing with the class. The class identifies main events and transition words or phrases in each sentence.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Key Ideas to Connect Scenes

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that narrative techniques develop stories.
- **Explore Poetry** - Read poems/discuss questions.
- **Engage Scholars** - Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Explain how key ideas help scenes connect.
- **Read** - Follow Shared Reading Routine to read chapters 11-12 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does Ben think the adult world is "like a big wall"?

- TE pg. 68
- Student Writing Lessons 4 and 5

- TE pg. 68
- *Night of the Spadefoot Toads* pgs. 131 and 120-121

- TE pg. 69
- Story Sequence A Graphic Organizer
- Teacher Modeled Writing

- TE pg. 70
- Student Writing Lessons 4 and 5
- Digital Options

- TE pg. 70
- Student Writing

Resources

Lesson 7 - READING: Use Key Ideas to Connect Scenes

- TE pg. 72
- TE pg. 72
- TE pg. 72 - *Dry as Dust* pg. 58 Text Collection
- TE pg. 72
- TE pg. 72
- *Night of the Spadefoot Toads* Chapters 11-12
- Shared Reading Routine TR10-11
- TE pg. 72
- *Night of the Spadefoot Toads* Chapters 11-12
- Think-Pair-Share Routine TR2-3

Grade 5 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
- **Climate Change Connection:** Writing prompt: *Why would it be important for Ben to save Mrs. Tibbet's land? Do you think his current efforts will be successful in saving the land? Why or why not? (Have students respond in a way that meets classroom needs.) Share out with class.*

Language Analysis:

- **Style** - Use pgs. 140-142 to study the use of italics to show characters' thoughts.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Relative Pronouns** - Display the listing of relative pronouns and display sentences to show examples of relative pronouns.

Set the Purpose:

- **Develop Setting** - Scholars will study the way a writer uses sensory details to add setting descriptions to their narrative.

Teach and Model:

- **Develop Setting** - Use excerpts from the novel on pgs. 149 and 154 to study how the writer uses sensory details in a setting to help the reader feel as if they are there.

Prepare to Write:

- **Describe a Setting** - Use guiding questions to support scholars as they develop their setting. Model indicating time of day, year, and weather as you describe your setting.

Independent Writing Practice:

- **Develop Setting** - Scholars develop a setting for their narrative with sensory details.

Share Writing:

- TE pg. 73
- *Night of the Spadefoot Toads* Chapters 11-12
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Words - surveying, construction, tripod
- Benchmark Vocabulary - inherited, sinister, query, murky
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 74
- *Night of the Spadefoot Toads*

Resources

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81
- TE pg. 78
- Student Writing Lesson 6
- TE pg. 78
- *Night of the Spadefoot Toads* pgs. 149 and 154
- TE pg. 79
- Teacher Modeled Writing
- List of Transitions
- TE pg. 80
- Student Writing Lesson 6
- Digital Options

Grade 5 Reading/Writing

- Volunteers share their writing with the class. The class identifies sensory details that help them visualize the setting they are creating.

Learning Opportunities/Strategies:

Lesson 8 - READING: Understand a Story's Theme with Details in the Text

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that narrative techniques develop stories. Details develop themes.
- **Engage Scholars** - Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Using text examples helps to understand the theme.
- **Read** - Follow Shared Reading Routine to read chapters 13-15 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does Ben think Mr. Nickelby is mad at Mrs. Tibbets?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Dialogue** - Use pgs. 157-158 to study the use of dialogue to understand a character.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Indefinite Pronouns** - Display the listing of singular and plural indefinite pronouns and display sentences to show examples.

Set the Purpose:

- TE pg. 80
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 8 - READING: Understand a Story's Theme with Details in the Text

- TE pg. 82
- TE pg. 82
- TE pg. 82
- TE pg. 82
- *Night of the Spadefoot Toads* Chapters 13-15
- Shared Reading Routine TR10-11
- TE pg. 82
- *Night of the Spadefoot Toads* Chapters 13-15
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- *Night of the Spadefoot Toads* Chapters 13-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 83-84
- By-the-Way Words - strides, rummages, document
- Benchmark Vocabulary - gestures, pleading, interfere
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 84
- *Night of the Spadefoot Toads* pgs. 157-158

Resources

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91

Grade 5 Reading/Writing

- **Write Dialogue** - Scholars will study the elements of dialogue.

Teach and Model:

- **Write Dialogue** - Use excerpts from the novel on pgs. 156 and 157 to study how the writer uses dialogue that sounds like natural speech to reflect characters' experiences and emotions.

Prepare to Write:

- **Write a Dialogue Between Two Characters** - Model using your narrative to add dialogue using speech tags and demonstrating how to punctuate dialogue.

Independent Writing Practice:

- **Write a Dialogue Between Two Characters** - Scholars add to their existing narrative by writing dialogue between two characters.

Share Writing:

- Volunteers share their writing with the class. The class identifies one part of each dialogue that helps develop a character.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify Key Details

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people change in reaction to their surroundings. Explain that key details develop characters, plot, and meaning.
- **Engage Scholars** - Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Summarize important events in the last few chapters.
- **Read** - Follow Shared Reading Routine to read chapter 16 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Should Ben have gone to Ryan's party?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 88
- Student Writing Lesson 6

- TE pg. 88
- *Night of the Spadefoot Toads* pgs. 156 and 157

- TE pg. 89
- Teacher Modeled Writing
- List of Speech Tags

- TE pg. 90
- Student Writing Lesson 7
- Digital Options

- TE pg. 90
- Student Writing

Resources

Lesson 9 - READING: Identify Key Details

- TE pg. 92

- TE pg. 92

- TE pg. 92

- TE pg. 92
- *Night of the Spadefoot Toads* Chapter 16
- Shared Reading Routine TR10-11

- TE pg. 92
- *Night of the Spadefoot Toads* Chapter 16
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Night of the Spadefoot Toads* Chapter 16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Theme** - Use pgs. 176 and 179 to study what the author is saying about the topic.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Pronoun-Antecedent Agreement** - Review types of pronouns and display sentences to show how pronouns must agree with their antecedents in number and gender.

Set the Purpose:

- **Develop Theme and Resolution** - Guide scholars to analyze and discuss how an author develops a theme and how the resolution relates to this theme.

Teach and Model:

- **Develop Theme and Resolution** - Use excerpts from the novel on pgs. 187 and 188 to study how they reveal the theme.

Prepare to Write:

- **Revise and Add Details Supporting a Theme** - Model using your narrative to add details to reveal the theme. Guide scholars to use their narrative to add an event that provokes a change in a character that will connect to the theme.

Independent Writing Practice:

- **Develop Theme and Resolution** - Scholars review their narrative from lesson 8 and write a story that reflects the following theme: depending on one another to overcome a challenge. Stories must include characters, dialogue, detailed setting, a sequence of events, a conflict, and a resolution.

Share Writing:

- Volunteers share their writing with the class. The class names the characters, identifies events, and names two key moments that develop the theme.

- TE pgs. 93-94
- By-the-Way Words - antifreeze
- Benchmark Vocabulary - lurches, clenches, trudges
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 94
- *Night of the Spadefoot Toads* pgs. 176 and 179

Resources

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101

- TE pg. 98

- TE pg. 98
- *Night of the Spadefoot Toads* pgs. 187 and 188

- TE pg. 99
- Teacher Modeled Writing

- TE pg. 100
- Student Writing Lesson 8
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Grade 5 Reading/Writing

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 10 - READING: Determine a Story's Theme</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none">• Greek and Latin Roots <p>Build Understanding:</p> <ul style="list-style-type: none">• Set the Purpose - Enduring Understanding: Writers understand that narrative techniques develop stories. Authors use details.• Engage Scholars - Scholars summarize Ben's current attitude towards Massachusetts. Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? Readers determine the theme based on details in the text.• Read - Follow Shared Reading Routine to read pgs. 191-213 focusing on the text's meaning.• Turn and Talk - Follow Think-Pair-Share Routine to discuss: Why doesn't the box from Tucson seem so important to Ben now? <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.• By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Language Analysis:</p> <ul style="list-style-type: none">• Figurative Language - Use pgs. 203 and 201 to study language in a story to understand theme. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 10 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none">• Agreement with Indefinite Pronouns - Display sentences to show how an indefinite pronoun must agree with the word it replaces. <p>Set the Purpose:</p> <ul style="list-style-type: none">• Develop Description - Use questions to guide scholars as they write a new scene.	<p><u>Resources</u></p> <p>Lesson 10 - READING: Determine a Story's Theme</p> <ul style="list-style-type: none">• TE pg. 102• TE pg. 102• TE pg. 102• TE pg. 102• <i>Night of the Spadefoot Toads</i> pgs. 191-213• Shared Reading Routine TR10-11• TE pg. 102• <i>Night of the Spadefoot Toads</i> pgs. 191-213• Think-Pair-Share Routine TR2-3• TE pg. 103• <i>Night of the Spadefoot Toads</i> pgs. 191-213• Whole Class Discussion Routine TR4-5• Small Group Discussion TR6-7• TE pgs. 103-104• By-the-Way Words - insignia, swoop• Benchmark Vocabulary - treading, exasperated, skitter• Benchmark Vocabulary Routine for Literary Text TR28-31• Generative Vocabulary Chart TE 3-5• TE pg. 104• <i>Night of the Spadefoot Toads</i> pgs. 203 and 201 <p><u>Resources</u></p> <p>Lesson 10 - WRITING: Narrative Writing</p> <ul style="list-style-type: none">• TE pg. 111• TE pg. 108
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Grade 5 Reading/Writing

<p>Teach and Model:</p> <ul style="list-style-type: none"> • Develop Description - Use excerpts from the novel on pgs. 194 and 195-196 to study how authors use sensory details and figurative language to develop effective descriptions in a scene. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Write a New Scene - Scholars plan by determining the who, when, where, and what of their scene. Use questions to guide scholars to create character sketches to include descriptive details. Use questions to guide scholars to develop a setting description and plot outlines. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write a New Scene - Scholars use their notes to write a new scene with original characters, setting, and conflict including descriptive details. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with the class. The class evaluates the descriptions used in each scene. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 11 - READING: Use Text Details to Understand a Story's Theme</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Compound Words <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that people change in reaction to their surroundings. Authors use responding to change to develop a theme. • Engage Scholars - Scholars list the three main events from the previous chapters. Essential Questions: How do readers determine themes in literary texts? How do writers use dialogue/details to develop characters and their experiences? • Read - Follow Shared Reading Routine to read pgs. 214-218 focusing on the text's meaning. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What does Ben mean when he says, "He feels his feet connected with the ground like he is part of it"? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. 	<ul style="list-style-type: none"> • TE pg. 108 • <i>Night of the Spadefoot Toads</i> pgs. 194 and 195-196 <ul style="list-style-type: none"> • TE pg. 109 • Student Plan <ul style="list-style-type: none"> • TE pg. 110 • Student Plan • Digital Options <ul style="list-style-type: none"> • TE pg. 110 • Student Writing <p><u>Resources</u></p> <p>Lesson 11 - READING: Use Text Details to Understand a Story's Theme</p> <ul style="list-style-type: none"> • TE pg. 112 <ul style="list-style-type: none"> • TE pg. 112 <ul style="list-style-type: none"> • TE pg. 112 <ul style="list-style-type: none"> • TE pg. 112 • <i>Night of the Spadefoot Toads</i> pgs. 214-218 • Shared Reading Routine TR10-11 <ul style="list-style-type: none"> • TE pg. 112 • <i>Night of the Spadefoot Toads</i> pgs. 214-218 • Think-Pair-Share Routine TR2-3 <ul style="list-style-type: none"> • TE pg. 113 • <i>Night of the Spadefoot Toads</i> pgs. 191-213 • Whole Class Discussion Routine TR4-5
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Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Developing Theme** - Use a Four Column Chart and questions to compare how Ben changes.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Action Verbs** - Display sentences to show action verbs. Create a list of action verbs from a few pages of *Night of the Spadefoot Toads*

Set the Purpose:

- **Develop Pacing** - Scholars will revise their scene from lesson 10 by adding dialogue to quicken the pace and by adding longer sentences to slow down the pace.

Teach and Model:

- **Develop Pacing** - Use excerpts from the novel on pg. 218 to study how writers use sentence structure and dialogue to keep the reader interested in the story.

Prepare to Write:

- **Review and Revise a Scene** - Scholars reflect: How can I keep my readers interested in this scene? Scholars work with a partner to take notes and evaluate the following in their scene: Does the dialogue tell something important about the characters? Do I need to vary sentence structure to increase tension or increase pace? Does this description increase or decrease the pace?

Independent Writing Practice:

- **Review and Revise a Scene** - Scholars revise their scene from lesson 10 for pacing using notes from the partner activity.

Share Writing:

- Volunteers share their writing with the class. The class evaluates the pacing used in each scene.

- Small Group Discussion TR6-7
- TE pgs. 113-114
- By-the-Way Words - receiver and mouthpiece
- Benchmark Vocabulary - wheedle, undergrowth
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 114 Four-Column Chart TR34
- *Night of the Spadefoot Toads*

Resources

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121
- *Night of the Spadefoot Toads*
- TE pg. 118
- Student Writing Lesson 10 (Scene)
- TE pg. 118
- *Night of the Spadefoot Toads* pg. 218
- TE pg. 119
- Student's Writing Lesson 10 (Scene)
- TE pg. 120
- Student's Writing Lesson 10 (Scene)
- Notes from Partner Activity
- Digital Options
- TE pg. 120
- Student Writing
- Writing Keystone Checklist

Grade 5 Reading/Writing

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 12 - READING: Compare/Contrast Characters</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none">• Compound Words <p>Build Understanding:</p> <ul style="list-style-type: none">• Set the Purpose - Enduring Understanding: Writers understand that various narrative techniques develop stories. Descriptions of characters develop a story and show a theme.• Engage Scholars - Introduce <i>Shells</i> and Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters? Scholars will compare characters to see how they show themes.• Read - Follow Shared Reading Routine to read <i>Shells</i> pgs. 4-7 focusing on the text's meaning.• Turn and Talk - Follow Think-Pair-Share Routine to discuss: In what ways are both Michael and his Aunt Esther unhappy? <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.• By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Language Analysis:</p> <ul style="list-style-type: none">• Repetition - Use a Three-Column Chart to record evidence of repetition in the dialogue and make inferences about what it shows. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 12 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none">• Use Linking Verbs - Display sentences to show linking verbs. Create a list of linking verbs from the first few pages of <i>Shells</i>. <p>Set the Purpose:</p> <ul style="list-style-type: none">• Plan a Narrative - Create an anchor chart to share with scholars the list of elements of strong narrative writing.	<p><u>Resources</u></p> <p>Lesson 12 - READING: Compare/Contrast Characters</p> <ul style="list-style-type: none">• TE pg. 122• TE pg. 122• TE pg. 122• <i>Shells</i> Text Collection• TE pg. 122• <i>Shells</i> pgs. 4-7 Text Collection• Shared Reading Routine TR10-11• TE pg. 122• <i>Shells</i> pgs. 4-7 Text Collection• Think-Pair-Share Routine TR2-3• TE pg. 123• <i>Shells</i> pgs. 4-7 Text Collection• Whole Class Discussion Routine TR4-5• Small Group Discussion TR6-7• TE pgs. 123-124• By-the-Way Words - condominium, residents, talc• Benchmark Vocabulary - fiercely, prejudiced• Benchmark Vocabulary Routine for Literary Text TR28-31• Generative Vocabulary Chart TE 3-5• TE pg. 124• Three-Column Chart TR40• <i>Shells</i> pg. 4 Text Collection <p><u>Resources</u></p> <p>Lesson 12 - WRITING: Narrative Writing</p> <ul style="list-style-type: none">• TE pg. 131• <i>Shells</i> pgs. 4-7 Text Collection• TE pg. 128
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Grade 5 Reading/Writing

Teach and Model:

- **Plan a Narrative** - Use excerpts from *Shell* to show how writers use dialogue and sequence of events to introduce and develop the characters and the situation.

Prepare to Write:

- **Plan an Original Story** - Display guiding questions to explain how writers develop a plan for their writing. Model planning a conflict situation and events.

Independent Writing Practice:

- **Plan an Original Story** - Scholars plan their narrative by completing the Story Sequence B chart with a clear sequence of events. Scholars will determine their purpose for writing, their audience, characters, setting, and conflict.

Share Writing:

- Volunteers share their writing with the class. The class identifies the conflict in each sequence.

Learning Opportunities/Strategies:

Lesson 13 - READING: Build Understanding

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that themes in literary texts are developed through characters, settings, and events.
- **Engage Scholars** - Introduce *Shells* and Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters? Scholars will use the characters' words and details to determine the theme in *Shell*.
- **Read** - Follow Shared Reading Routine to read *Shells* pgs. 7-10 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the questions about Aunt Esther and the crab.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 128
- *Shells* pgs. 4-5

- TE pg. 129
- Teacher Modeled Writing (Planning Situation and Events)

- TE pg. 130
- Story Sequence B Chart TR38
- Digital Options

- TE pg. 130
- Student Writing

Resources

Lesson 13 - READING: Build Understanding

- TE pg. 132

- TE pg. 132

- TE pg. 132
- *Shells* Text Collection

- TE pg. 132
- *Shells* pgs. 7-10 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 132
- *Shells* pgs. 7-10 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *Shells* pgs. 7-10 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character and Events** - Use Story Sequence B Chart to record the characters, settings, and events in *Shells*.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Linking Verbs** - Display sentences to show how linking verbs can serve as action verbs.

Set the Purpose:

- **Draft a Scene in a Narrative** - Create an anchor chart to share with scholars what a writer first considers when drafting a narrative.

Teach and Model:

- **Draft a Scene in a Narrative** - Use excerpts from *Shell* to show how writers use dialogue to develop the narrative and precise words to show actions and feelings.

Prepare to Write:

- **Draft a Scene** - Scholars use the Story Sequence B Chart from Lesson 12 to add ideas and details. Model planning a scene using precise words and transitions.

Independent Writing Practice:

- **Draft a Scene** - Scholars draft one or more scenes from their Story Sequence B Chart.

Share Writing:

- Volunteers share their writing with the class by telling how the scene fits into the story as a whole. The class identifies the characters, setting, and what happens.

Learning Opportunities/Strategies:

Lesson 14 - READING: Compare and Contrast Stories

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- TE pgs. 133-134
- By-the-Way Words - dramatic
- Benchmark Vocabulary - assured, craned, stupor
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 134
- Story Sequence B Chart TR38
- *Shells* Text Collection

Resources

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138
- Anchor Chart

- TE pg. 138
- *Shells* pgs. 5 and 8

- TE pg. 139
- Teacher Modeled Writing
- Story Sequence B Chart TR38

- TE pg. 140
- Story Sequence B Chart TR38
- Digital Options

- TE pg. 140
- Student Writing

Resources

Lesson 14 - READING: Compare and Contrast Stories

- TE pg. 142

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that people change in reaction to their surroundings. Scholars read two stories and compare characters. • Engage Scholars - Scholars work in pairs to reread to summarize key features and characters in two texts. Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters? • Read - In small groups reread the texts to summarize key features of each text. • Turn and Talk - Follow Think-Pair-Share Routine to discuss the question: How are Ben and Michael alike and different? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Compare and Contrast Characters - Use the Venn Diagram to compare and contrast characters to gain understanding of how stories are alike and different. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 14 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Use Verb Phrases - Display sentences to model verb phrases. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Revise or Rewrite a Narrative - Create an anchor chart to share with scholars what writers need to consider when revising nor rewriting a narrative. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Revise or Rewrite a Narrative - Use excerpts from <i>Shell</i> to show how writers incorporate figurative language, precise and powerful words, and sensory details. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Revise or Rewrite a Narrative - Provide an anchor chart of questions partners will use to provide 	<ul style="list-style-type: none"> • TE pg. 142 • TE pg. 142 • <i>Shells</i> and <i>Night of the Spadefoot Toads</i> • TE pg. 142 • <i>Shells</i> and <i>Night of the Spadefoot Toads</i> • TE pg. 142 • <i>Shells</i> and <i>Night of the Spadefoot Toads</i> • Think-Pair-Share Routine TR2-3 • TE pg. 143 • <i>Shells</i> and <i>Night of the Spadefoot Toads</i> • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pg. 144 • Benchmark Vocabulary - biomes, extinct, dwindled • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE 3-5 • TE pg. 144 • Venn Diagram TR43 • <i>Shells</i> and <i>Night of the Spadefoot Toads</i> <p><u>Resources</u></p> <p>Lesson 14 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> • TE pg. 151 • <i>Shells</i> Text Collection • TE pg. 148 • Anchor Chart • TE pg. 148 • <i>Shells</i> pgs. 8-10 • TE pg. 149 • Teacher Modeled Writing
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Grade 5 Reading/Writing

feedback to each other when sharing their narrative drafts. Model revising your draft by changing the order of events and revising word choice and dialogue.

Independent Writing Practice:

- **Revise or Rewrite a Narrative** - Display an anchor chart of questions partners will ask during peer reviews. Scholars will write their revisions.

Share Writing:

- Volunteers share their revisions with the class. The class identifies the strongest sensory details.

Learning Opportunities/Strategies:

Lesson 15 - READING: Understand Characterization

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that narrative techniques can be used to develop stories. How characters respond to challenges develop themes.
- **Explore Poetry** - Read and discuss poem.
- **Engage Scholars** - Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters?
- **Read** - Follow Shared Reading Routine to read pgs. 12-19 of *Hatchet* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What did you learn about Brian in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Anchor Chart

- TE pg. 150
- Anchor Chart (Peer Review Questions)
- Student Writing
- Digital Options

- TE pg. 150
- Student Writing

Resources

Lesson 15 - READING: Understand Characterization

- TE pg. 152

- TE pg. 152

- TE pg. 152 *Fire-Bringers* pg. 61 Text Collection
- TE pg. 152

- TE pg. 152
- *Hatchet* pgs. 12-19 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 152
- *Hatchet* pgs. 12-19 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 153
- *Hatchet* pgs. 12-19 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 153-154
- By-the-Way Words - straining, wincing
- Benchmark Vocabulary - wilderness, gingerly, survival
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

Grade 5 Reading/Writing

- **Characterization** - Use Web B organizer to record characters' feelings, thoughts, words, and actions.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Narrative Writing

Conventions Mini-Lesson -

- **Linking Verb or Helping Verb** - Model by displaying sentences.

Set the Purpose:

- **Edit and Proofread a Narrative** - Create an anchor chart to provide scholars with a checklist to reference.

Teach and Model:

- **Edit and Proofread a Narrative** - Use excerpts from *Hatchet* to show dialogue correctly punctuated.

Prepare to Edit:

- **Edit and Proofread a Narrative** - Provide an anchor chart of elements of their writing to check. Model by editing your draft.

Independent Writing Practice:

- **Edit and Proofread a Narrative** - Display an anchor chart of questions partners will ask during peer reviews. Scholars will edit their narrative.

Share Writing:

- Volunteers share their narratives with the class. The class discusses how to punctuate dialogue in each narrative.

Learning Opportunities/Strategies:

Lesson 16 - READING: Compare and Contrast Events

Foundational Skills Mini-Lesson:

- **Shades of Meaning**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that themes in literary texts are developed through the characters, settings, and events. Scholars will examine how events in the same story are alike and different.
- **Engage Scholars** - Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters?
- **Read** - Follow Shared Reading Routine to read pgs. 20-25 of *Hatchet* focusing on understanding what the text is mainly about.

- TE pg. 154 Web B Graphic Organizer TR45
- *Hatchet* pgs. 12-19 Text Collection

Resources

Lesson 15 - WRITING: Narrative Writing

- TE pg. 161
- *Hatchet* Text Collection

- TE pg. 158
- Anchor Chart

- TE pg. 158
- *Hatchet* pg. 18

- TE pg. 159
- Anchor Chart
- Teacher Modeled Writing

- TE pg. 160
- Anchor Chart (Peer Review Questions)
- Student Writing
- Digital Options

- TE pg. 160
- Student Writing

Resources

Lesson 16 - READING: Compare and Contrast Events

- TE pg. 162

- TE pg. 162

- TE pg. 162

- TE pg. 162
- *Hatchet* pgs. 20-25 Text Collection
- Shared Reading Routine TR10-11

Grade 5 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: Why is the book called *Hatchet*?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast Events** - Use the Venn Diagram to compare and contrast events to understand the plot and theme.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Narrative Writing

Conventions Mini-Lesson -

- **Form and Use Principal Parts of Regular Verbs** - Model by displaying sentences.

Set the Purpose:

- **Publish and Present a Narrative** - Create an anchor chart to provide scholars with a checklist to reference.

Teach and Model:

- **Publish and Present a Narrative** - Use excerpts to read aloud from *Hatchet* to show the increasing pace and tension.

Prepare to Publish:

- **Publish and Present a Narrative** - Remind scholars that when giving a presentation, the way they deliver information can affect the audience's understanding and enjoyment. Use excerpts from *Hatchet* to model by reading aloud with different rates, expression, and accuracy. Provide scholars with an anchor chart of questions to use as reminders when presenting their narratives.

Independent Writing Practice:

- **Publish and Present a Narrative** - Scholars will publish and read aloud their narratives.

- TE pg. 162
- *Hatchet* pgs. 20-25 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Hatchet* pgs. 12-19 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 163-164
- By-the-Way Words - tinder, kindling
- Benchmark Vocabulary - ignite, painstaking, depression, gratified
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 164
- Venn Diagram TR43
- *Hatchet* Text Collection

Resources

Lesson 16 - WRITING: Narrative Writing

- TE pg. 171
- *Hatchet* Text Collection

- TE pg. 168
- Anchor Chart

- TE pg. 168
- *Hatchet* pgs. 14-15

- TE pg. 169
- *Hatchet* pg. 23 Text Collection
- Anchor Chart

- TE pg. 170
- Student Writing
- Digital Options

Grade 5 Reading/Writing

Share Writing:

- Volunteers share their narratives with the class. The class identifies each students' most effective use of rate and expression.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Settings

Foundational Skills Mini-Lesson:

- **Shades of Meaning**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people change in reaction to their surroundings. Scholars will compare how two settings influenced the characters in two stories and helps to show themes.
- **Engage Scholars** - Scholars will reread *Night of the Spadefoot Toads* and *Hatchet*. Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters?
- **Read** - In small groups reread the texts to summarize key features of each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: In what ways do Ben and Brian react to their new and unfamiliar surroundings?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast Settings** - Use Web B to identify a setting by looking at details about time and place.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form and Use Principal Parts of Irregular Regular Verbs** - Model by displaying sentences.

Set the Purpose:

- TE pg. 170
- Student Writing

Resources

Lesson 17 - READING: Compare and Contrast Settings

- TE pg. 172
- TE pg. 172
- TE pg. 172
- *Night of the Spadefoot Toads and Hatchet*
- TE pg. 172
- *Night of the Spadefoot Toads and Hatchet*
- TE pg. 172
- *Night of the Spadefoot Toads and Hatchet*
- Think-Pair-Share Routine TR2-3
- TE pg. 173
- *Night of the Spadefoot Toads and Hatchet*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 174
- Benchmark Vocabulary - inherited, survival
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 174
- Web B TR45
- *Hatchet* Text Collection

Resources

Lesson 17 - WRITING: Narrative Writing

- TE pg. 181

Grade 5 Reading/Writing

<ul style="list-style-type: none">● Research to Explore Theme - Create an anchor chart to guide scholars on what to consider when correctly quoting, paraphrasing, and summarizing sources they will use in their research. <p>Teach and Model:</p> <ul style="list-style-type: none">● Research to Explore Theme - Display Student Model to show the choices writers have for how they use sources. <p>Prepare to Publish:</p> <ul style="list-style-type: none">● Write Using Multiple Sources - Remind scholars to refer to the prompt as they conduct research. Remind scholars that good researchers use many sources. Model researching details about a special environment near where you live using multiple sources and crediting sources. <p>Independent Writing Practice:</p> <ul style="list-style-type: none">● Write Using Multiple Sources - Scholars will use print and digital sources to conduct research about a special environment near them. <p>Share Writing:</p> <ul style="list-style-type: none">● Volunteers share a source with the class, and then presents a paraphrased idea, quotation, and summary from the source. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 18 - READING: Compare and Contrast Stories</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none">● Shades of Meaning <p>Build Understanding:</p> <ul style="list-style-type: none">● Set the Purpose - Enduring Understanding: Learners understand that people change in reaction to their surroundings. Scholars will compare how characters in three stories change in reaction to their surroundings.● Engage Scholars - Review texts from this module. Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters?● Read - In small groups reread the texts to summarize key features of each text.● Turn and Talk - Follow Think-Pair-Share Routine to discuss the question: How do Ben, Brian, and Michael change? <p>Close Read:</p>	<ul style="list-style-type: none">● TE pg. 178● Anchor Chart <ul style="list-style-type: none">● TE pg. 178● Student Model <ul style="list-style-type: none">● TE pg. 179● Anchor Chart● Teacher Modeled Writing <ul style="list-style-type: none">● TE pg. 180● Print and Digital Sources● Digital Options <ul style="list-style-type: none">● TE pg. 180● Student Writing <p><u>Resources</u></p> <p>Lesson 18 - READING: Compare and Contrast Stories</p> <ul style="list-style-type: none">● TE pg. 182 <ul style="list-style-type: none">● TE pg. 182 <ul style="list-style-type: none">● TE pg. 182● <i>Night of the Spadefoot Toads</i>● <i>Shells</i> Text Collection● <i>Hatchet</i> Text Collection <ul style="list-style-type: none">● TE pg. 182● <i>Night of the Spadefoot Toads, Hatchet, & Shells</i> <ul style="list-style-type: none">● TE pg. 182● <i>Night of the Spadefoot Toads, Hatchet, & Shell</i>● Think-Pair-Share Routine TR2-3
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Grade 5 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast Topics** - Use Web B to identify a theme by identifying the topics that seem to be at the heart of the main events of each story.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form and Use Principal Parts of To Be** - Model by displaying sentences.

Set the Purpose:

- **Research to Explore Theme** - Scholars will use their paraphrased research from lesson 17 to add information and details to a short story. Create an anchor chart of questions to guide scholars.

Teach and Model:

- **Research to Explore Theme** - Display Student Model to show how to properly credit sources and a Works Cited List.

Prepare to Write: p

- **Write a Short Story** - Remind scholars to incorporate their research from Lesson 17. Create an anchor chart to guide scholars while writing. Model selecting and incorporating research, while keeping the reader's interest with facts and fiction.

Independent Writing Practice:

- **Write a Short Story** - Scholars will write a short story about a place in nature that is special to them using paraphrased research to support the story.

Share Writing:

- Volunteers share a source with the class. The class identifies the paraphrases of their research and how they contributed to the story.

- TE pg. 183
- *Night of the Spadefoot Toads, Hatchet & Shells*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - vernal, prejudices, ignite
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 184
- Web B TR45
- *Hatchet* Text Collection

Resources

Lesson 18 - WRITING: Narrative Writing

- TE pg. 191
- TE pg. 188
- Student Writing Lesson 17
- Anchor Chart
- TE pg. 188
- Student Model
- TE pg. 189
- Student Writing Lesson 17
- Anchor Chart
- Teacher Modeled Writing
- TE pg. 190
- Student Writing Lesson 17
- Print and Digital Sources
- Digital Options
- TE pg. 190
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Narrative Task: Write a Short Story** - Scholars will write a short story about a character who cares about his or her surroundings. They will describe the actions the characters takes to show his or her understanding of the environment.

Scholars will:

- create and organize a sequence of events with a clear beginning, middle, and end.
- use narrative techniques, including dialogue and description, to develop events and characters.
- use transition words to connect the events
- include an ending that brings the story to a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers determine themes? How do writers use dialogue and details to develop characters and their experiences?
- **Revisit the Text** - Remind scholars that the main character in *Night of the Spadefoot Toads* demonstrates a commitment to the environment. Display and read aloud an excerpt to show that the reader gets to know the characters through how the writer's use of narrative techniques. In addition, the events of the story take place in an organized sequence.
- **Create:** Scholars review their notes and Story Sequence B Chart they used to plan their narrative. Scholars work in pairs. One learner summarizes their characters and story outline and the other learner asks questions to clarify and expand upon the summary. Scholars then trade roles. After this, scholars add to or change their characters and story sequences as needed. Scholars then use Story Sequence B Chart to write and edit their original narratives using the anchor text for examples of narrative techniques.
- **Score Writing:** Use Narrative Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or with a group.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

Resources

Performance-Based Assessment

- TE pg. 192
- Student Reproducible pg. 196

- TE. pg. 193
- *Night of the Spadefoot Toads* pgs. 124-125

- TE. pg. 193
- *Night of the Spadefoot Toads* pgs. 124-125

- TE. pg. 194
- notebook of paper, pencils
- Student's Previously Completed Story Sequence B Chart TR38
- *Night of the Spadefoot Toads*
- Digital Options

- TE pg. 197 Narrative Writing Rubric

- TE pg. 198
- Digital Options

- TE pg. 199

Grade 5 Reading/Writing

<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth 	Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth 	Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing 	Small Group Options: <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing
Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading 	Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading 	Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading 	Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading
Text Club Routines TR24-27	Text Club Routines TR24-27	Text Club Routines TR24-27	Text Club Routines TR24-27
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Unit One: Depending on Each Other - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- L.RF.5.4.A.** Read on-level with purpose and understanding.

Grade 5 Reading/Writing

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.CT.5.8** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics (Climate Change)
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.5.2.A** Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to **aid in** comprehension.
- **W.IW.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Grade 5 Reading/Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (**Climate Change**)
- **W.IW.5.2.C** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.IW.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.5.2.E** Provide a conclusion related to the information of explanation presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- **W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

NJSLS Science

- **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.
- **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

NJSLS Social Studies

- **6.1.5.CivicsCM.6** - Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.4** - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.5.EconEM.2** - Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- **6.1.5.EconGE.2** - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- **6.1.5.EconGE.4** - Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Grade 5 Reading/Writing

NJSLS Health and Physical Education

- **2.1.5.EH.1:** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.4.:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- **2.1.5.CHSS.2:** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.4** - Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)
- **9.4.2.CT.1** - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2** - Identify possible approaches and resources to execute a plan
- **9.4.2.CT.3** - Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** - Describe actions peers can take to positively impact climate change.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3** - Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.5.DC.3** - Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.IML.1** - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.TL.1** - Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Central Idea / Enduring Understanding:

- Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- Writers understand how to develop a topic with facts, definitions, and concrete details.
- Learners understand that all living things interact with and affect one another.

Essential/Guiding Question:

How do readers identify relationships and interactions in texts?

How do writers develop a topic?

Content (Goals):

- Readers will explain the relationships between scientific concepts presented in texts.
- Writers will examine a topic and convey ideas with facts, definitions, and details.
- Learners will explain how living things interact with and affect one another.

Text Complexity Measures - TR48 - TR57

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text

Skills(Objectives):

Reading

- Relationships and interactions between characters
- Relations and interactions between settings
- Developing theme
- Determine theme
- Relationships between ideas
- Synthesizing information
- Cause and effect
- Plot/key events
- Characters impact sequence of events
- Main ideas and key details
- Reasons and evidence
- Problem-solution structure
- Multiple accounts

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	Writing <ul style="list-style-type: none"> ● Write an introductory paragraph ● Develop an outline ● Incorporate quotations into a draft ● Revise for organization and transitions ● Develop a conclusion ● Write an analysis ● Write a draft ● Write an informative/explanatory text ● Informative/explanatory writing ● Include facts and details in a text ● Add domain-specific terminology ● Add visuals ● Conduct research and take notes ● Synthesize information ● Create an outline
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> ● Informative/Explanatory Task: Write About Environments - Scholars will write a clear and logical informative essay that describes one of the environments they read about in the selections. ● Scholars will: <ul style="list-style-type: none"> ○ clearly introduce the topic. ○ group related information in a logical way. ○ use visuals, facts, and definitions related to the topic. ○ use domain-specific language and vocabulary to inform the readers. ○ provide a conclusion 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Quote Accurately from a Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Inflected Ending <i>-ing</i> <p>Build Understanding:</p>	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Quote Accurately from a Text</p> <ul style="list-style-type: none"> ● TE pg. 212
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Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts. Scholars read several texts to see how quotes are used to explain a text.
- **Engage Scholars** - Complete a first read of *Washed Up!* Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to read pgs. 1-4 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the similarities and differences about the families in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relationships/Interactions Between Characters** - Study descriptions on pg. 5.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Simple Verb Tenses for Regular Verbs** - Display sentences to show tenses.

Set the Purpose:

- **Choose and Introduce a Topic** - Display an anchor chart using questions to guide how a writer introduces a topic to engage readers.

Teach and Model:

- **Write an Introductory Paragraph** - Display and read aloud Student Model to show how the writer uses a specific observation to introduce an informative topic.

Prepare to Write:

- TE pg. 212
- TE pg. 212
- *Washed Up!*
- TE pg. 212
- *Washed Up!* pgs. 1-4
- Shared Reading Routine TR10-11
- TE pg. 212
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- *Washed Up!* pgs. 1-4
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 213-214
- By-the-Way Words - environments, adapt
- Benchmark Vocabulary - reality, civilization, vied, ultimate
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 214 *Washed Up!* pg. 5

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 221
- TE pg. 218
- Anchor Chart (Questions)
- Student Model
- TE pg. 219
- Student Model

Grade 5 Reading/Writing

- **Write an Introductory Paragraph** - Scholars will write an introduction to an informative essay about what is happening in an island environment. Teacher brainstorms with class and makes a list of possible topics. Scholars conduct brief research about the different work done by scientists studying ecosystems. Scholars form small groups to review and select a topic.

Independent Writing Practice:

- **Write an Introductory Paragraph** - Scholars write an introductory paragraph for an informative essay about something related to an island environment.

Share Writing:

- Volunteers share their writing with the class. The class identifies the observation and topic in each introduction.

Learning Opportunities/Strategies:

Lesson 2 - READING: Compare and Contrast Elements

Foundational Skills Mini-Lesson:

- **Inflected Ending -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand how to develop a topic with facts, definitions, and concrete details. Scholars examine how different characters, settings, and events are developed in the story.
- **Engage Scholars** - Preview pgs. 12-17. Share the Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars compare and contrast characters, settings, and events to understand the text.
- **Read** - Follow Shared Reading Routine to read pgs. 12-17 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is similar and different about the challenges faced by each family?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 219
- List of Topics
- Student Research

- TE pg. 220
- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Compare and Contrast Elements

- TE pg. 222
- TE pg. 222
- TE pg. 222
- *Washed Up!* pgs. 12-17
- TE pg. 222
- *Washed Up!* pgs. 12-17
- Shared Reading Routine TR10-11
- TE pg. 222
- *Washed Up!* pgs. 12-17
- Think-Pair-Share Routine TR2-3
- TE pg. 223
- *Washed Up!* pgs. 12-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 223-224
- By-the-Way Words - swamp, tide, canopy

Grade 5 Reading/Writing

<p>Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.</p> <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Interactions Between Characters and Settings - Complete Sorting Circles to show interaction between characters and settings in a story. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 2 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Form and Use Simple Verb Tenses for Irregular Verbs - Display sentences to explain that the tense of an irregular verb shows the time of the action. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Organize Ideas - Display and use questions to explain how writers organize their ideas into a particular structure (e.g., time order, compare/contrast, cause/effect, and problem/solution). <p>Teach and Model:</p> <ul style="list-style-type: none"> • Organize Ideas - Display and read aloud the Student Model to show how they organized their research (facts) to develop an outline. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Develop an Outline - Explain that a writer chooses an organizational pattern that best fits the topic. Teacher thinks aloud a topic and the matching organizational pattern (e.g., cause and effect for pollution and compare and contrast for tundra/tropics). Teacher displays a sample outline. Students select an organizational pattern and create a one page outline for their essay. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write an Introduction - Students use their introduction from lesson 1 to develop an outline. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with a partner. Pairs comment on each other's outlines and offer suggestions for improvement. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 3 - READING: Focus on Specific Details</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Inflected Ending -ing 	<ul style="list-style-type: none"> • Benchmark Vocabulary - shelter, rations • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE 203-205 • TE pg. 224 • Sorting Circles TR41 <i>Washed Up!</i> pgs. 12-17 <p><u>Resources:</u></p> <p>Lesson 2 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 231 • TE pg. 228 • TE pg. 228 • Student Model • TE pg. 229 • Teacher Think Aloud • Outline • TE pg. 230 • Digital Options • TE pg. 230 • Student Writing <p><u>Resources:</u></p> <p>Lesson 3 - READING: Focus on Specific Details</p> <ul style="list-style-type: none"> • TE pg. 232
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Grade 5 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand how to develop a topic with facts, definitions, and concrete details. Readers use details to understand and writers use details to add depth to their writing.
- **Engage Scholars** - Introduce chapter 2. Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Explain how readers use facts, definitions, and details to explain their understanding.
- **Read** - Follow Shared Reading Routine to read chapter 2 focusing on what the text is about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What concrete details indicate that Mrs. Walpole might not do well as a contestant on *Washed Up!*?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Craft and Structure** - Display and complete with class Web B to record character descriptions.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Perfect Verb Tenses** - Display sentences to show past perfect, present perfect, future perfect tenses.

Set the Purpose:

- **Use Quotations to Develop a Topic** - Quotations can be used to give additional information about a topic. Use questions to guide Scholars to analyze how quotations contribute to writing.

Teach and Model:

- TE pg. 232

- TE pg. 232
- *Washed Up!* Chapter 2

- TE pg. 232
- Shared Reading Routine TR10-11
- *Washed Up!* Chapter 2

- TE pg. 232
- Think-Pair-Share Routine TR2-3
- *Washed Up!* Chapter 2

- TE pg. 233
- *Washed Up!* Chapter 2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 33-34
- By-the-Way Words - jungle
- Benchmark Vocabulary - predicted, teeming
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 234
- Web B TR45 *Washed Up!* Chapter 2

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 241

- TE pg. 238

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Use Quotations to Develop a Topic - Use the Student Model to help Scholars understand how to use quotations to develop a topic. <p>Prepare to Write:</p> <ul style="list-style-type: none"> ● Incorporate Quotations into a Draft - Teacher thinks aloud how to quote accurately. Students use reliable up-to-date research to study how to quote exact words, punctuation, and capitalization. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Incorporate Quotations into a Draft - Scholars revise their introduction to incorporate a quotation. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share their drafts with the class. The class identifies strengths and offers suggestions for improving the use of quotations. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 4 - READING: Quote Accurately from a Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Inflected Ending -ing <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts. ● Engage Scholars - Introduce pgs. 24-27 of <i>Washed Up!</i> Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars focus on quoting information. ● Read - Follow Shared Reading Routine to read pgs. 24-27 focusing on what the text is about. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss: What is the relationship between the parents and children in the Liu family? Who seems to be in charge? <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use 	<ul style="list-style-type: none"> ● TE pg. 238 ● Student Model ● TE pg. 239 ● Teacher Think Aloud ● TE pg. 240 ● Student Writing Lesson 1 and 2 ● Digital Options ● TE pg. 240 ● Student Writing <p><u>Resources:</u></p> <p>Lesson 4 - READING: Quote Accurately from a Text</p> <ul style="list-style-type: none"> ● TE pg. 242 ● TE pg. 242 ● TE pg. 242 ● <i>Washed Up!</i> pgs. 24-27 ● TE pg. 242 ● <i>Washed Up!</i> pgs. 24-27 ● Shared Reading Routine TR10-11 ● TE pg. 242 ● <i>Washed Up!</i> pgs. 24-27 ● Think-Pair-Share Routine TR2-3 ● TE pg. 243 ● <i>Washed Up!</i> pgs. 24-27 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion TR6-7 ● TE pgs. 243-244 ● By-the-Way Words - primates
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Grade 5 Reading/Writing

the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Developing Theme** - Display and complete with class the T-Chart to record how a character responds to challenges.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Perfect Verb Tenses** - Display and read aloud sentences to show past perfect, present perfect, future perfect tenses.

Set the Purpose:

- **Develop a Topic with Facts and Details** - Use questions to guide Scholars to see how writers use figurative or descriptive language to add details.

Teach and Model:

- **Develop a Topic with Facts and Details** - To write an informative/explanatory text writers conduct research. They develop their draft by adding related information. Display and read aloud Student Model to model this process.

Prepare to Write:

- **Include Facts and Details in a Text** - Writers use information from their sources to develop their research papers. Teacher models aloud gathering information. Scholars will write summaries of important information from their research, including descriptive language to make their paper more interesting to read.

Independent Writing Practice:

- **Include Facts and Details in a Text** - Scholars continue to develop their informative essays by adding paragraphs to their drafts. They will find facts, details, and examples related to how animals, plants, and humans are affected by what is happening in the island environment. Scholars use *Washed Up!* as a guide for which pieces of information they should include.

Share Writing:

- Volunteers share their essays with the class. The class describes how a fact, detail, or example relates to the topic of each essay.

- Benchmark Vocabulary - frugally, ingenious, windswept
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 244
- T-Chart TR39
- *Washed Up!*

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248

- TE pg. 248
- Student Model

- TE pg. 249
- Teacher Think Aloud (Gathering Information)
- Student Research

- TE pg. 250
- Student Research
- *Washed Up!*
- Digital Options

- TE pg. 250
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - READING: Draw on Specific Details in a Text

Foundational Skills Mini-Lesson:

- **Inflected Ending *-ing***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Engage Scholars** - Essential Question: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars will see how specific details contribute to readers' understanding of the text.
- **Read** - Follow Shared Reading Routine to read pgs. 28-33 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What detail about Berry Blue's appearance shows how different her health is from that of Mrs. Walpole?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Plot/Key** - Display and complete with class Sequence Chart to record events.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verb Sequences** - Display sentences to show that a sequence of events happens over time and the verb tenses change to agree with the time each event occurs.

Set the Purpose:

- **Develop a Topic with Domain-Specific Vocabulary** - When writers develop an informative

Resources:

Lesson 5 - READING: Draw on Specific Details in a Text

- TE pg. 252
- TE pg. 252
- TE pg. 252
- TE pg. 252
- *Washed Up!* pgs. 28-33
- Shared Reading Routine TR10-11
- TE pg. 252
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- *Washed Up!* pgs. 28-33
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - inland
- Benchmark Vocabulary - yielded. glum
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 254
- Sequence Chart TR46

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg.261
- *Washed Up!* pgs. 28-33
- TE pg. 258

Grade 5 Reading/Writing

essay, they pay attention to precise domain-specific vocabulary (e.g., ecology-related topic use scientific words). Display and use questions to guide the inclusion of domain-specific vocabulary into their essay.

Teach and Model:

- **Develop a Topic with Domain-Specific Vocabulary** - Use the Student Model to show how precise, accurate words are selected for an informative essay.

Prepare to Write:

- **Add Domain-Specific Language** - Writers use domain-specific words to develop their topics. Display and use questions to guide students with adding domain-specific words into their essay. Scholars make a list of domain-specific language related to their topics.

Independent Writing Practice:

- **Add Domain-Specific Language** - Display questions to guide scholars as they add domain-specific words to their essay.

Share Writing:

- Volunteers share their writing with the class. The class identifies precise language, as well as domain-specific vocabulary terms and definitions.

Learning Opportunities/Strategies:

Lesson 6 - READING: Compare and Contrast Settings

Foundational Skills Mini-Lesson:

- **Homographs and Homonyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Engage Scholars** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars will compare and contrast settings.
- **Read** - Follow Shared Reading Routine to read chapter 3 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What problems are the characters facing?

Close Read:

- TE pg. 259
- Student Model

- TE pg. 259
- Teacher Modeled Writing

- TE pg. 260
- Student Informative Draft Essay
- Digital Options

- Student Writing

Resources:

Lesson 6 - READING: Compare and Contrast Settings

- TE pg. 262

- TE pg. 262

- TE pg. 262
- *Washed Up!*

- TE pg. 262
- *Washed Up!*
- Shared Reading Routine TR10-11

- TE pg. 262
- Think-Pair-Share Routine TR2-3

Grade 5 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters Impact Sequence of Events** - Display and complete with class the Cause & Effect Chart to determine how characters cause events to occur.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Verb Sequences** - Display sentences to show how verb tenses can change from sentence to sentence in the same paragraph.

Set the Purpose:

- **Develop a Topic with Visuals** - Writers develop a topic by adding illustrations and visuals. Display questions to guide students to consider the visuals in *Washed Up!*

Teach and Model:

- **Develop a Sequence of Events** - Use the Student Model to show how writers use illustrations.

Prepare to Write:

- **Add Visuals** - Display and use questions to guide students on how to add visuals. Teacher thinks aloud to model how the author added a visual on pg. 37 in *Washed Up!*

Independent Writing Practice:

- **Add Visuals** - Display steps for scholars to follow as they add text features and visuals.

Share Writing:

- Volunteers share their illustrated work with the class. The class identifies the organization by using section heads or to predicts the features of the island environment on the basis of visual information.

- TE pg. 263
- *Washed Up!* Chapter 3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - saltwater, tundra
- Benchmark Vocabulary - murky, squelchy, comfort zones
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 264
- Cause & Effect Chart TR264
- *Washed Up!*

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 271

- TE pg. 268
- *Washed Up!*

- TE pg.268
- Student Model

- TE pg. 269
- *Washed Up!* pg. 37
- Teacher Modeled Writing

- TE pg. 270
- Student Informative Draft Essay
- Digital Options

- TE pg. 270
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - READING: Explain How Scenes Fit Together

Foundational Skills Mini-Lesson:

- **Homographs and Homonyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Engage Scholars** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars will see how scenes fit together to provide the overall structure.
- **Read** - Follow Shared Reading Routine to read chapters 4 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the competitors (or families) begin to work together in Chapter 4.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Developing Theme** - Display and complete with class the Three-Column Chart to find evidence of how an author presents the topic.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Verb Sequences** - Display and read aloud the sentences to show that a sentence can begin with a verb in the past and then change to a different tense.

Set the Purpose:

- **Use Transitions to Link Information** - Display and discuss examples of transitions.

Resources:

Lesson 7 - READING: Explain How Scenes Fit Together

- TE pg. 272
- TE pg. 272
- TE pg. 272
- TE pg. 272
- *Washed Up!* Chapter 4
- Shared Reading Routine TR10-11
- TE pg. 272
- *Washed Up!* Chapter 4
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Washed Up!* Chapter 4
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - friction, freshwater
- Benchmark Vocabulary - conclusions, precisely
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 274
- *Washed Up!* Chapter 4
- Three-Column Chart TR40

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 281
- TE pg. 278
- List of Transitions

Grade 5 Reading/Writing

Teach and Model:

- **Use Transitions to Link Information** - Use sentences to show the purpose of each transition.

Prepare to Write:

- **Revise for Organization and Transitions** - Use guiding questions to support scholars as they begin to revise. Teacher models aloud how to follow the introduction with paragraphs in a sequence that makes sense. Teacher models linking paragraphs with transitions.

Independent Writing Practice:

- **Revise for Organization and Transitions** - Scholars revise their essay from previous lessons using transitions.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main ideas of each body paragraph and comments on the organization of the writing.

Learning Opportunities/Strategies:

Lesson 8 - READING: Build Understanding

Foundational Skills Mini-Lesson:

- **Homographs and Homonyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Engage Scholars** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars use text evidence to describe what the characters say and do to determine the theme.
- **Read** - Follow Shared Reading Routine to read chapter 5 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What happens to the families in this chapter before they meet up on the beach?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 278

- TE pg. 279
- Teacher Think Aloud
- List of Transitions

- TE pg. 280
- Student Informative Draft Essay (Previous Lessons)
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 - READING: Build Understanding

- TE pg. 282

- TE pg. 282

- TE pg. 282

- TE pg. 282
- *Washed Up!* Chapter 5
- Shared Reading Routine TR10-11

- TE pg. 282
- *Washed Up!* Chapter 5
- Think-Pair-Share Routine TR2-3

- TE pg. 283
- *Washed Up!* Chapter 5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine Theme** - Display and complete with class Web B to record the theme.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Model Auxiliary Verbs** - Display and read aloud sentences to show examples.

Set the Purpose:

- **Develop a Conclusion** - Display the elements of a good conclusion.

Teach and Model:

- **Develop a Conclusion** - Use the Student Model to show a conclusion.

Prepare to Write:

- **Develop a Conclusion** - Display and use questions to guide scholars as they begin to write their conclusion. Teacher thinks aloud to model how to bring main ideas together and to add a good ending that will stick with the reader.

Independent Writing Practice:

- **Develop a Conclusion** - Scholars complete their drafts by developing a strong conclusion that brings the main ideas together.

Share Writing:

- Volunteers share their conclusions with the class. The class identifies the auxiliary verbs.

Learning Opportunities/Strategies:

Lesson 9 - READING: Explain Relationships Between Concepts in a Specific Text

Foundational Skills Mini-Lesson:

- **Homographs and Homonyms**

Build Understanding:

- TE pgs. 283-284
- By-the-Way Words - lowlands
- Benchmark Vocabulary - notoriously, gratefully, dramatically
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 284 WebB TR45
- *Washed Up!* Chapter 5

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 291
- TE pg. 288
- Anchor Chart - Elements of a Good Conclusion

- TE pg. 288
- Student Model

- TE pg. 289
- Teacher Think Aloud

- TE pg. 290
- Student Draft Essay
- Digital Options

- TE pg. 290
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 9 - READING: Explain Relationships Between Concepts in a Scientific Text

- TE pg. 292

Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another.
- **Explore Poetry** - Read aloud *Food Chain* on pg. 64 and use questions for discussion.
- **Engage Scholars** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Readers use details to understand the relationships.
- **Read** - Follow Shared Reading Routine to do a first read of *Rain Forest Food Chains*
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How is a food web different from a food chain?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Relationships - Use Web A to understand the topic.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Modal Auxiliary Verbs** - Use sentences to show examples of adding a modal verb to a main verb.

Set the Purpose:

- **Analyze Text Features and Visuals** - Display examples of text features and visuals.

Teach and Model:

- **Analyze Text Features and Visuals** - Display and read excerpts from *Rain Forest Food Chain* to identify the visuals used in the text.

Prepare to Write:

- TE pg. 292
- TE pg. 292
- *Food Chain* pg. 64 Text Collection
- TE pg. 292
- TE pg. 82
- *Rain Forest Food Chain* pgs.4-11 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 92
- *Rain Forest Food Chain* pgs.4-11 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 293
- *Rain Forest Food Chains* pgs.4-11 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Words - herbivore, carnivore, omnivore
- Benchmark Vocabulary - decomposers, organism
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 294
- *Rain Forest Food Chain* pgs.4-11 Text Collection

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 301
- TE pg. 298
- TE pg. 298
- *Rain Forest Food Chain* pgs. 4, 5, 6, 8 Text Collection

Grade 5 Reading/Writing

- **Write an Analysis** - Display and use questions to guide Scholars as they begin to see how visuals can help convey an idea quickly and clearly. Teacher models aloud by using *Rain Forest Food Chain* pg. 10-11 to show how the map is used as a visual. Teacher models aloud to analyze how the author used text features (e.g., headings and subheadings).

Independent Writing Practice:

- Scholars study and select 4 or 5 text features and visuals in *Rain Forest Food Chain* that they think are the most effective. They will write a paragraph about each text feature or visual to describe how it clarifies the information.

Share Writing:

- Volunteers share their paragraph with the class. The class discusses the student's writer's analysis of each text feature or visual.

Learning Opportunities/Strategies:

Lesson 10 - READING: Explain the Relationship Between Two or More Ideas in a Scientific Text

Foundational Skills Mini-Lesson:

- **Homographs and Homonyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Engage Scholars** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? Scholars identify the ideas in the text to see how the author relates them to one another to explain scientific concepts.
- **Read** - Follow Shared Reading Routine to read pgs. 12-19 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are some ways animals and plants in the rain forest depend on one another?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 299
- Digital Options
- Teacher Think Aloud
- *Rain Forest Food Chain* pgs.4-11 Text Collection

- TE pg. 300
- *Rain Forest Food Chains* Text Collection

- TE pg. 300
- Student Writing

Resources:

Lesson 10 - READING: Explain the Relationship Between Two or More Ideas in a Scientific Text

- TE pg. 302
- TE pg. 302
- TE pg. 302
- *Rain Forest Food Chain* Text Collection
- TE pg. 302
- *Rain Forest Food Chain* pgs.12-19 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 302
- *Rain Forest Food Chain* pgs.12-19 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 303
- *Rain Forest Food Chain* pgs.12-19 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

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<ul style="list-style-type: none"> • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Main Idea & Key Details - Display and complete with class Main Idea graphic organizer. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 10 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Consistency in Verb Tense - Display excerpts to show for scholars to analyze. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Research a Topic - Authors do research before they begin to write. Explain to scholars the difference between primary and secondary sources. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Research a Topic - Display Student Model to review the terms quote and paraphrase. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Conduct Research and Take Notes - Explain to scholars that it is important to identify reliable digital and print sources. Display questions for scholars to use as they assess information. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Conduct Research and Take Notes - Scholars practice finding two or three reliable Web sites and one print source about an endangered ecosystem that interest them. They take notes on the sources, summarize, and record the appropriate citation information. Display the format for citing book and digital sources. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers choose one of their Web sources and share their note summaries about that site with the class. The class comments on whether they would consider the presented source reliable and why. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 11 - READING: Use Details and Examples to Talk About Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Words from Spanish 	<ul style="list-style-type: none"> • TE pgs. 303-304 • By-the-Way Words - nutrient • Benchmark Vocabulary - producers,relationships • Benchmark Vocabulary Routine for Informational Text TR28-31 • Generative Vocabulary Chart TE 203-205 • TE pg. 304 Main Idea TR36 • <i>Rain Forest Food Chain</i> <p><u>Resources:</u></p> <p>Lesson 10 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 311 • <i>Rain Forest Food Chain</i> • TE pg. 308 • TE pg. 308 • <i>Rain Forest Food Chain</i> • TE pg. 309 • TE pg. 310 • Format for Book and Digital Citations • TE pg. 310 • Student Writing <p><u>Resources:</u></p> <p>Lesson 11 - READING: Use Details and Examples to Talk About Text</p> <ul style="list-style-type: none"> • TE pg. 312
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Grade 5 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand how to develop a topic with facts, definitions, and concrete details. Scholars examine how writers use domain-specific words/phrases related to their topic.
- **Engage Students** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to read pgs. 20-27 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What parts of the food chain does this section focus on? Do you think these are domain-specific terms and why? (primary/secondary consumers, decomposers)

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Text Features** - Examine domain-specific language using guiding questions on pg. 23.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Consistency in Verb Tense** - Display excerpts to show for scholars to analyze.

Set the Purpose:

- **Synthesize Information from Multiple Sources** - Explain that writers combine information from various sources by using effective transitions. Display questions for scholars to consider as they prepare to synthesize their sources.

Teach and Model:

- **Synthesize Information from Multiple Sources** - Display Student Model to explain synthesizing.

- TE pg. 312
- TE pg. 312
- TE pg. 312
- *Rain Forest Food Chain* pgs. 20-27
- Shared Reading Routine TR10-11
- TE pg. 312
- *Rain Forest Food Chain* pgs. 20-27
- Think-Pair-Share Routine TR2-3

- TE pg. 313
- *Rain Forest Food Chain* pgs. 20-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way Words - secondary, mammal, tropical
- Benchmark Vocabulary - predators, prey, scavenger
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 314
- *Rain Forest Food Chain* pg. 23

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 121
- *Rain Forest Food Chain*
- TE pg. 318
- TE pg. 318

Grade 5 Reading/Writing

Prepare to Write:

- **Synthesize Information** - Explain that writers draw conclusions from the information they gather from sources. Display questions for scholars to consider as they prepare to synthesize their sources. Teacher thinks aloud to model the steps to synthesize (review and analyze)

Independent Writing Practice:

- **Synthesize Information** - Scholars identify two to three quotations from *Washed Up!* or *Rain Forest Food Chain* related to the topic of survival, along with one of the digital sources they researched in Lesson 10. They then write to synthesize these quotations and source, as well as a Works Cited list.

Share Writing:

- Volunteers read one of their summaries or paraphrases aloud and discuss why they chose this strategy over the other. The class comments by suggesting ideas the volunteer might want to consider as they continue writing.

Learning Opportunities/Strategies:

Lesson 12 - READING: Determine Two or More Main Ideas of a Text

Foundational Skills Mini-Lesson:

- **Words from French**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars identify multiple main ideas to understand concepts.
- **Engage Students** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to read pgs. 28-48 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do agriculture and industry endanger the rain forests?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- *Chytrid Fungus and Amphibian Declines* on the National Park Service Website.

- TE pg. 319
- Teacher Think Aloud

- TE pg. 320
- Student's Writing Lesson 10 (Digital Source)
- Digital Options

- TE pg. 320
- Student Writing

Resources:

Lesson 12 - READING: Determine Two or More Main Ideas of a Text

- TE pg. 322

- TE pg. 322

- TE pg. 322

- TE pg. 322
- *Rain Forest Food Chain* pgs. 28-48
- Shared Reading Routine TR10-11

- TE pg. 322
- *Rain Forest Food Chain* pgs. 28-48
- Think-Pair-Share Routine TR2-3

- TE pg. 323
- *Rain Forest Food Chain* pgs. 28-48
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Reasons and Evidence** - Display and complete with class a T-Chart to list claims and evidence used by the author to support them.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Adjectives** - Display excerpts to model that adjectives describe nouns and pronouns.

Set the Purpose:

- **Plan an Informative Brochure** - Scholars will write an informative brochure about an ecosystem in jeopardy. Display questions for scholars to keep in mind as they proceed.

Teach and Model:

- **Plan an Informative Brochure** - Display and examine text features in *Rain Forest Food Chain*.

Prepare to Write:

- **Create an Outline** - Review the parts of a brochure with scholars (e.g., cover, text, visual elements). Teacher thinks aloud to model how to plan an outline and consider possible visual elements.

Independent Writing Practice:

- **Create an Outline** - Scholars create an outline for their informative brochure about an ecosystem in jeopardy.

Share Writing:

- Volunteers share their outlines with the class. The class suggests catchy headings for topics and discuss ideas about how the writer could proceed.

Learning Opportunities/Strategies:

Lesson 13 - READING: Analyze Multiple Texts

Foundational Skills Mini-Lesson:

- **Words from Spanish and French**

Build Understanding:

- TE pgs. 323-324
- By-the-Way Words - clear-cutting
- Benchmark Vocabulary - dense, practical, native, sustainable
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 203-305

- TE pg. 324
- T-Chart TR39
- *Rain Forest Food Chain* pgs. 28-39

Resources:

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 331
- *Rain Forest Food Chain*

- TE pg. 328

- TE pg. 328
- *Rain Forest Food Chain* pgs. 30-31

- TE pg. 329
- Teacher Think Aloud

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Analyze Multiple Texts

- TE pg. 332

Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars compare-contrast two texts to analyze how both authors wrote about interactions between living things.
- **Engage Students** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to reread both texts to determine important ideas.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How did each of these books describe plants and habitats?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Synthesizing Information** - Display and complete with class the Venn Diagram to compare-contrast each of the texts approaches to food and eating.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Adverbs** - Display excerpts to show how an adverb modifies a verb.

Set the Purpose:

- **Draft an Informative Brochure** - Display questions to guide scholars as they write draft their draft.

Teach and Model:

- **Draft an Informative Brochure** - Display excerpt to show scholars an example of descriptive, sensory words and domain-specific vocabulary.

Prepare to Write:

- **Write a Draft** - Teacher thinks aloud to model brainstorming, drafting, and planning a layout for visual information.

- TE pg. 332

- TE pg. 332

- TE pg. 332 Shared Reading Routine TR10-11
- *Washed Up! and Rain Forest Food Chain*

- TE pg. 332 Think-Pair-Share Routine TR2-3
- *Washed Up! and Rain Forest Food Chain*

- TE pg. 333
- *Shells* pgs. 7-10 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 334
- Benchmark Vocabulary - civilization, predators, sustainable
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 334
- Venn Diagram TR43
- *Washed Up! and Rain Forest Food Chain*

Resources:

Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 341
- *Rain Forest Food Chain*

- TE pg. 338

- TE pg. 338
- *Rain Forest Food Chain* pg. 29

- TE pg. 339
- Teacher Think Aloud

Grade 5 Reading/Writing

Independent Writing Practice:

- **Write a Draft** - Scholars draft two to three paragraphs of their informative brochure based upon their Lesson 12 outlines. Reind scholars that the purpose of a first draft is to get ideas down.

Share Writing:

- Volunteers share their writing with the class, The class evaluates the relevance of the information in the brochure to its stated topic paragraph.

Additional Lesson:

Climate Change Lesson - READING: Compare and contrast the authors' approaches within the same genre.

WRITING: Write opinion piece of topics or texts, supporting a point of view it view with reasons and information.

Foundational Skills Mini-Lesson:

- **Words from French and Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars will identify the way humans impact wildlife.
- **Engage Students** - Scholars preview *Pale Male*, noting illustrations and text breaks. Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic? How can we best understand climate change in our world?
- **Read** - Follow Shared Reading Routine to read pgs. 48-53 to understand the gist of the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
 1. How do humans impact Pale Male's habitat negatively? Positively? DOK 1
 2. Compare and contrast the impacts of humans on the Rainforest and New York City ecosystems. DOK 2
 3. What have you learned from both texts about how living things interact and impact each other? DOK 3
 4. What can humans do to protect ecosystems?
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- TE pg. 340
- Student Outline Lesson 12
- Digital Options

- TE pg. 140
- Student Writing

Grade 5 Reading/Writing

Use the Generative Vocabulary Chart to generate related words. (substantial, perseverance, renovate)

- **Writing in Response to Reading Response:**
What would be the most effective way to impact your local ecosystem positively? Utilize what you have learned from Rain Forest Food Chains, Pale Male, and Spadefoot Toads to justify your opinion and explain how it applies to the local Pemberton ecosystem. (Have students respond in a format that suits classroom needs.)

Learning Opportunities/Strategies:

Lesson 14 - READING: Determine Main Ideas and Key Supporting Details

Foundational Skills Mini-Lesson:

- **Words from French and Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars use key details to identify relationships and interactions in the text.
- **Engage Students** - Scholars preview *Pale Male*, noting illustrations and text breaks. Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to read pgs. 28-37 to understand the gist of the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: In what ways was Pale Male different from other red-tailed hawks?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sentence Structure/Figurative Language** - Teacher examines figurative language with class on pgs. 29 and 31.

Resources:

Lesson 14 - READING: Determine Main Ideas and Key Supporting Details

- TE pg. 342
- TE pg. 342
- TE pg. 342
- *Pale Male* pgs. 28-37 Text Collection
- TE pg. 342
- *Pale Male* pgs. 28-37 Text Collection
- TE pg. 342
- *Pale Male* pgs. 28-37 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 343
- *Pale Male* pgs. 28-37 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 343-344
- By-the-Way-Words - oasis, aerial
- Benchmark Vocabulary - distinctive, thrived, exclusive, ornate
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 144
- *Pale Male* pgs. 29 and 31 Text Collection

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Predicate Adjectives and Linking Verbs** - Display excerpts to model how a linking verb connects the subject to more information about the subject.

Set the Purpose:

- **Revise or Rewrite an Informative Brochure** - Display the elements of strong Informative/explanatory writing.

Teach and Model:

- **Revise or Rewrite an Informative Brochure** - Display excerpts to guide scholars to understand that adding precise words, transitions, and descriptive language make their writing more effective.

Prepare to Write:

- **Write an Informative/Explanatory Text** - Remind scholars that it is important to revise their brochures to ensure effective organization, word choice, and use of visuals.

Independent Writing Practice:

- **Write an Informative/Explanatory Text** - Scholars revise their informative brochures and complete a peer review.

Share Writing:

- Volunteers share their revised writing with the class. The class identifies the transitions that make the organization clear.

Learning Opportunities/Strategies:

Lesson 15 - READING: Explain Relationships and Interactions Between Individuals

Foundational Skills Mini-Lesson:

- **Words from Spanish and French**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars quote text to explain interactions/relationships.
- **Engage Students** - Teacher charts responses as scholars summarize the nonfiction narrative up to this point. Essential Questions: How do readers

Resources:

Lesson 14 - WRITING: Informative/Explanatory Writing

- TE pg. 351
- *Pale Male* Text Collection

- TE pg. 348

- TE pg. 348
- *Pale Male* pgs. 35-36 Text Collection

- TE pg. 349

- TE pg. 350
- Digital Options

- TE pg. 150
- Student Writing

Resources:

Lesson 15 - READING: Explain Relationships and Interactions Between Individuals

- TE pg. 352

- TE pg. 352

- TE pg. 352
- *Pale Male* pgs. 38-47 Text Collection

Grade 5 Reading/Writing

identify relationships and interactions in texts? How do writers develop a topic?

- **Read** - Follow Shared Reading Routine to read pgs. 38-47 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What actions by Pale Male would make a good candidate for father of the Year?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Cause and Effect - Display and complete with class the Cause and Effect organizer.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Predicate Adjectives and Linking Verbs** - Model by displaying excerpts.

Set the Purpose:

- **Edit and Proofread an Informative Brochure** - Display questions for scholars to ask themselves as they edit and proofread.

Teach and Model:

- **Edit and Proofread an Informative Brochure** - Display excerpts to explain how the text reflects the conventions regarding capitalization.

Prepare to Edit:

- **Informative/Explanatory Writing** - Display guiding questions as scholars edit and proofread their informative writing. Teacher thinks aloud by modeling giving feedback to a writer. Scholars work in pairs to complete peer edits.

Independent Writing Practice:

- TE pg. 352
- *Pale Male* pgs. 38-47 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 352
- *Pale Male* pgs. 38-47 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 353
- *Pale Male* pgs. 38-47 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 353-354
- By-the-Way Words - ferry
- Benchmark Vocabulary - substantial, perseverance, renovate
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 354 Cause-Effect Graphic Organizer TR32
- *Pale Male* pgs. 39-40 Text Collection

Resources:

Lesson 15 - WRITING: Informative/Explanatory Writing

- TE pg. 361
- *Pale Male* Text Collection

- TE pg. 358

- TE pg. 358

- TE pg. 359
- Teacher Think Aloud

Grade 5 Reading/Writing

- **Informative/Explanatory Writing** - Scholars edit and proofread the informative brochure that they drafted in Lesson 13 and revised in Lesson 14.

Share Writing:

- Volunteers share with the class what they learned as they edited and proofread their informative writing.

Learning Opportunities/Strategies:

Lesson 16 - READING: Determine Main Ideas and Key Supporting Details

Foundational Skills Mini-Lesson:

- **Suffixes** *-tion, -ion*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars consider how key details develop the topic of Pale Male's habitat.
- **Engage Students** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to read pgs. 48-55 focusing on the basic facts of text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: Why were Pale Male and his family so important to New Yorkers?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Problem-Solution Structure** - Display and complete with class the T-Chart to record text details illustrating problems and solutions.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 360
- Digital Options

- TE pg. 360
- Student Writing

Resources:

Lesson 16 - READING: Determine Main Ideas and Key Supporting Details

- TE pg. 362

- TE pg. 162

- TE pg. 162

- TE pg. 362
- *Pale Male* pgs. 48-55 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 362
- *Pale Male* pgs. 48-55 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 363
- *Pale Male* pgs. 48-55 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 363-364
- By-the-Way Words - tenants
- Benchmark Vocabulary - conservation, protests, relentless
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 364
- T-Chart TR39
- *Pale Male* pgs. 48-55 Text Collection

Resources:

Lesson 16 - WRITING: Informative/Explanatory Writing

Grade 5 Reading/Writing

- **Degrees of Comparison** - Model by displaying chart to show examples of comparative and superlative degrees.

Set the Purpose:

- **Publish and Present an Informative Brochure** - Explain that publishing and presenting offers opportunities to enhance their writing with special features.

Teach and Model:

- **Publish and Present an Informative Brochure** - Display questions to help scholars think about ways in which they can make their final products both inviting and informative. Display excerpt to point out the art on pgs. 54-55.

Prepare to Publish:

- **Informative/Explanatory Writing** - Scholars will publish their brochures and then deliver an oral presentation to the class. Scholars will make a clean copy of their latest draft and highlight main ideas and key details to include in their presentation. Display checklist for scholars as they prepare to deliver their presentation. Remind scholars to listen to each presentation in order to summarize the main points and identify reasons and evidence.

Independent Writing Practice:

- **Informative/Explanatory Writing** - Scholars make clean copies of their brochures and attach visuals in a layout that enhances the main ideas.

Share Writing:

- Designate special time for scholars to share their printed brochures. Class provides positive and constructive feedback on their peer's work.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare Author's Techniques

Foundational Skills Mini-Lesson:

- **Suffixes** *-tion, -ion*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars compare-contrast to see how writers use language.
- **Engage Students** - Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?

- TE pg. 371
- Chart

- TE pg. 368

- TE pg. 368
- *Pale Male* pgs. 54-55 Text Collection

- TE pg. 369

- TE pg. 370
- Student Writing
- Digital Options

- TE pg. 370
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 17 - READING: Compare Author's Techniques

- TE pg. 372

- TE pg. 372

- TE pg. 372

Grade 5 Reading/Writing

- **Read** - Follow Shared Reading Routine to reread both texts to concentrate on the techniques the authors used.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What did you learn about Earth or nature in these texts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Structure** - Display and complete with class the Compare-Contrast organizer to study each author's use of speech, dialogue, and quotations.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Understand Degrees of Comparison** - Model by displaying excerpts to show examples of using *-er* or *-est* and *more* or *most*.

Set the Purpose:

- **Compare and Contrast Information** - Scholars will use the information from their brochures to compare-contrast two ecosystems. Display questions for scholars to consider.

Teach and Model:

- **Compare and Contrast Information** - Display excerpts to identify similarities and differences about the two ecosystems based on the text.

Prepare to Publish:

- **Write an Informative/Explanatory Text** - Remind scholars that they have read and researched many ecosystems. Brainstorm with class a list of ecosystems read about for scholars to choose from. Once scholars select two ecosystems, display a list of information for them to compare-contrast (e.g., location, size, animals/plants that live there, etc.) Teacher models writing an outline to show an

- TE pg. 372
- *Pale Male* Text Collection
- *Washed Up!*
- TE pg. 372 Think-Pair-Share Routine TR2-3
- *Pale Male* Text Collection
- *Washed Up!*

- TE pg. 373
- *Washed Up!* and *Pale Male* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 374
- Benchmark Vocabulary -perseverance
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 374
- Compare-Contrast Graphic Organizer TR33
- *Pale Male* Text Collection
- *Washed Up!*

Resources:

Lesson 17 - WRITING: Informative/Explanatory Writing

- TE pg. 381

- TE pg. 378

- TE pg. 378
- *Rain Forest Food Chains* pgs. 28-31

- TE pg. 379
- List of Ecosystems
- Venn Diagram TR43

Grade 5 Reading/Writing

organization method. Scholars use a Venn Diagram to list similarities and differences.

Independent Writing Practice:

- **Write an Informative/Explanatory Text** - Scholars draft an outline that includes the main idea about two ecosystems as well as two to three similarities and differences.

Share Writing:

- Volunteers share their writing with the class. The class identifies the two ecosystems as well as the key similarities and differences the writer has identified between them.

Learning Opportunities/Strategies:

Lesson 18 - READING: Read Multiple Accounts

Foundational Skills Mini-Lesson:

- **Suffixes** *-tion, -ion*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars reread to look for connections between multiple accounts.
- **Engage Students** - Review texts from this module. Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to reread three texts to understand how the texts are similar and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How does conservation apply to all three texts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 380
- Digital Options

- TE pg. 180
- Student Writing

Resources:

Lesson 18 - READING: Read Multiple Accounts

- TE pg. 382
- TE pg. 382
- TE pg. 382
- TE pg. 382
- *Pale Male* Text Collection, *Rain Forest Food Chain*, and *Washed Up!*
- TE pg. 382 Think-Pair-Share Routine TR2-3
- *Pale Male* Text Collection, *Rain Forest Food Chain*, and *Washed Up!*
- TE pg. 383
- *Pale Male* Text Collection, *Rain Forest Food Chain*, and *Washed Up!*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 384
- Benchmark Vocabulary - organism, distinctive, conservation
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 203-205

Grade 5 Reading/Writing

Reading Analysis:

- **Multiple Accounts** - Display and complete with class the Venn Diagram using questions to compare-contrast the habitats in each of the three texts.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Irregular Comparisons** - Model by displaying excerpts to show examples that do not use *-er* or *-est* or *more/most*.

Set the Purpose:

- **Develop a Compare-Contrast Essay** - Scholars will continue to work on their compare-contrast essays. Display a list for scholars to follow as they develop their topics effectively. Scholars will use their outline to draft an introduction, body paragraphs, and a conclusion.

Teach and Model:

- **Develop a Compare-Contrast Essay** - Display excerpt to model how to find facts, definitions, examples, and other evidence.

Prepare to Write:

- **Write an Informative/Explanatory Text** - Using outlines, scholars connect, extend, and develop their ideas into a coherent compare-contrast essay. Explain to scholars how to introduce and develop the topic, use transitions, and write a conclusion.

Independent Writing Practice:

- **Write an Informative/Explanatory Text** - Scholars use their outline to draft an introduction, body paragraphs, and a conclusion.

Share Writing:

- Volunteers share their writing with the class. The class identifies the ecosystems being compared and contrasted, as well as the writer's main points in each supporting paragraph.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Informative/Explanatory Task: Write About Environments** - Scholars will write a clear and logical informative essay that describes one of the environments they read about in the selections.
- **Scholars will:**
 - clearly introduce the topic.

- TE pg. 384 Venn Diagram TR43
- *Pale Male* Text Collection, *Rain Forest Food Chain*, and *Washed Up!*

Resources:

Lesson 18 - WRITING: Informative/Explanatory Writing

- TE pg. 391

- TE pg. 388

- TE pg. 388
- *Rain Forest Food Chain*

- TE pg. 389

- TE pg. 190
- Student Outline Lesson 17

- TE pg. 390
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment

- TE pg. 392
- Student Reproducible pg. 396

Grade 5 Reading/Writing

- group related information in a logical way.
- use visuals, facts, and definitions related to the topic.
- use domain-specific language and vocabulary to inform the readers.
- provide a conclusion

Prepare:

- **Review** - Discuss Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Revisit the Text** - Display the excerpt from *Rain Forest Food Chains* to show how the author introduces the topic by using an observation and scientific domain-specific language. Tell scholars that they will describe an environment in detail using visuals and quotations from the texts to help support their work. They may use a Main Idea graphic organizer to organize their essay.
- **Create:** Scholars use their texts and the notes and graphic organizers they used throughout the module to plan their informative essays. They develop an outline to organize their ideas and supporting ideas.
- **Score Writing:** Use Informative/Explanatory Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or with a group.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- TE. pg. 393
- *Rain Forest Food Chains* pg. 14
- Main Idea Graphic Organizer TR36

- TE pg. 394
- Notebooks
- Graphic Organizer
- Digital Options
- *Pale Male* Text Collection
- *Rain Forest Food Chain*
- *Washed Up!*

- TE pg. 397 Informative/Explanatory Writing Rubric

- TE pg. 398

- TE pg. 399

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal - Prompts for Writing in Response to Reading	Reader's & Writer's Journal - Prompts for Writing in Response to Reading	Reader's & Writer's Journal - Prompts for Writing in Response to Reading	Reader's & Writer's Journal - Prompts for Writing in Response to Reading
Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Conference to discuss self-selected books ● Reading Analysis Extension Mini-Lesson 	Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Conference to discuss self-selected books ● Reading Analysis Extension Mini-Lesson 	Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Guided Writing ● Conference to discuss self-selected books ● Reading Analysis Support Mini-Lesson 	Small Group Options: <ul style="list-style-type: none"> ● Guided Reading ● Guided Writing ● Conference to discuss self-selected books ● Reading Analysis Support Mini-Lesson

Grade 5 Reading/Writing

<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games • Texts • Write Books - TikaTok <p>Sleuth - Additional Close Reading Practice</p> <p>Additional Independent Reading - Text Club Routine TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games • Texts • Write Books - TikaTok <p>Sleuth - Additional Close Reading Practice</p> <p>Additional Independent Reading - Text Club Routine TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games • Texts <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p> <p>Support with Content</p> <ul style="list-style-type: none"> • Visuals • Realia • Break Directions Down Into Steps 	<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games • Texts <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p> <p>Support with Content</p> <ul style="list-style-type: none"> • Visuals • Realia • Break Directions Down Into Steps • Gestures
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Unit Two: Finding Courage - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Grade 5 Reading/Writing

- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.5.1.A.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.AW.5.1.B.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.AW.5.1.C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.AW.5.1.DD.** Provide a conclusion related to the opinion presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.

Grade 5 Reading/Writing

- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Mathematics

- **5.NBT.B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

NJSLS Science

- **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.
- **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

NJSLS Social Studies

- **6.1.5.CivicsCM.6** - Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.4** - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.5.EconEM.2** - Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- **6.1.5.EconGE.2** - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- **6.1.5.EconGE.4** - Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

NJSLS Health and Physical Education

- **2.1.5.EH.1:** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.4.:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- **2.1.5.CHSS.2:** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Grade 5 Reading/Writing

<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> <ul style="list-style-type: none"> ● 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.1.5.FP.4 - Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.) ● 9.4.2.CT.1 - Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. ● 9.4.2.CT.2 - Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3 - Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● 9.4.2.DC.7 - Describe actions peers can take to positively impact climate change. ● 9.4.2.IML.1 - Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.IML.3 - Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. ● 9.4.5.DC.3 - Distinguish between digital images that can be reused freely and those that have copyright restrictions. ● 9.4.5.IML.1 - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). ● 9.4.5.TL.1 - Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.3 - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. 	
<u>Central Idea / Enduring Understanding:</u> <ul style="list-style-type: none"> ● Readers understand the importance of summarizing texts. ● Writers understand that opinions can be supported with evidence from a variety of sources. ● Learners understand that people respond to inequality and injustice in different ways. 	<u>Essential/Guiding Question:</u> How do readers summarize text? How do writers support opinions with evidence from different sources?
<u>Content (Goals):</u> <ul style="list-style-type: none"> ● Readers will quote accordingly from a text when summarizing the events of the main ideas and details. ● Writers will state and support an opinion using evidence from a variety of sources. ● Learners will demonstrate understanding of ways in which people respond to inequality and injustice. <p>Text Complexity Measures - TR48 - TR57 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<u>Skills(Objectives):</u> Reading <ul style="list-style-type: none"> ● Point of View ● Illustrations ● Character Responses ● Summarize ● Information from Illustrations ● Theme ● Compare Historical Accounts ● Compare and Contrast Characters ● Compare and Contrast Stories ● Cause-Effect Relationships ● Compare and Contrast Visuals Writing <ul style="list-style-type: none"> ● Write an Opinion ● State and Support an Opinion ● Support an Opinion ● Write an Opinion Statement and Introduction ● Use Evidence to Support an Opinion ● Draft an Outline ● Revise an Opinion ● Add Transitions ● Revise and Conclude ● Write from Multiple Perspectives ● Write an Opinion Essay

Grade 5 Reading/Writing

	<ul style="list-style-type: none"> • Plan and Prewrite an Opinion Speech • Draft an Opinion Speech • Revise for Structure and Word Choice • Use Peer Review to Improve Opinion Writing • Prepare to Present • Prepare to Write
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Opinion Task: Write an Opinion Speech - Scholars will choose an example of inequality or injustice either from the selections, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts. • Scholars will: <ul style="list-style-type: none"> ○ introduce an inequality or injustice and state their opinion about it. ○ create an organizational structure in which ideas are logically grouped to support the writer's purpose. ○ provide reasons with facts and details to support their opinions. ○ link their opinions and reasons using words, phrases, and clauses. ○ provide a conclusion. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Describe the Narrator's Point of View</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Words from Spanish <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. • Engage Scholars - Introduce the book <i>The Road to Freedom</i>. Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? • Read - Follow Shared Reading Routine to read chapter 1 focusing on what the text is about. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Describe the Narrator's Point of View</p> <ul style="list-style-type: none"> • TE pg. 12 • TE pg. 12 • TE pg. 12 • <i>Night of the Spadefoot Toads</i> • TE pg. 12 • <i>The Road to Freedom</i> Chapter 1 • Shared Reading Routine TR10-11

Grade 5 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why do you think the author chose a conversational tone for this text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Point of View** - Review that a story's point of view depends upon the narrator. Complete Web B with class to record examples of the narrator's point of view.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Form and Use Gerunds** - Display excerpts of *The Road to Freedom* to show that words ending in *-ing* are called gerunds when they function as a noun.

Set the Purpose:

- **Analyze Point of View** - Use questions to guide scholars in determining who the narrator is and how the narrator views the events in the story.

Teach and Model:

- **Analyze Point of View** - Display and read aloud excerpts from *The Road to Freedom* to see that the author uses words and phrases to reveal the narrator's point of view.

Prepare to Write:

- **Write an Opinion** - Scholars scan Chapter 1 of *The Road to Freedom* to select passages that show the narrator's point of view. Teacher models forming and stating an opinion about *The Road to Freedom*. Teacher models supporting an opinion based on evidence from the text.

Independent Writing Practice:

- **Write an Opinion** - Scholars will write one to two opinion paragraphs about how point of view

- TE pg. 12
- Think-Pair-Share Routine TR2-3

- TE pg. 13
- *The Road to Freedom* Chapter 1
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 13-14
- By-the-Way Words - ash cake, North Star
- Benchmark Vocabulary - debts, auction, master
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 14
- Web B Graphic Organizer TR45
- *The Road to Freedom*

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 21
- *The Road to Freedom*

- TE pg. 18

- TE pg. 18
- *The Road to Freedom* pg. 8

- TE pg. 19
- *The Road to Freedom* Chapter 1
- Teacher Modeled Writing (Form, State, and Support Opinion with Evidence)

- TE pg. 20
- *The Road to Freedom* Chapter 1

Grade 5 Reading/Writing

influences their understanding of the story. Scholars first choose a passage from Chapter 1 that shows evidence of the narrator's point of view and then considers how the passage would be different if told from a different point of view.

Share Writing:

- Volunteers share their paragraphs with the class. The class identifies how different points of view change their understanding of the story.

Learning Opportunities/Strategies:

Lesson 2 - READING: Use Visual Elements

Foundational Skills Mini-Lesson:

- **Words from Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers will quote accordingly from a text when summarizing the events of the main ideas and details.
- **Engage Scholars** - Preview Chapter 2 paying attention to the visual elements. Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Scholars will learn how the illustrations help guide their understanding.
- **Read** - Follow Shared Reading Routine to read Chapter 2 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do the illustrations help show about Emma and her mother's escape?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations** - Teacher guides scholars to focus on using the illustrations on pgs. 12-13 to support their understanding of the text.

- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Use Visual Elements

- TE pg. 22

- TE pg. 22

- TE pg. 22
- *The Road to Freedom* Chapters 2

- TE pg. 22
- *The Road to Freedom* Chapter 2
- Shared Reading Routine TR10-11

- TE pg. 22
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *The Road to Freedom* Chapter 2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 23-24
- By-the-Way Words - slithering, slave catchers
- Benchmark Vocabulary - stumble, plantation, patrolled
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 24
- *The Road to Freedom* pgs. 12-13

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Participles** - Display sentences to show that adding *-ing* make a participle, which acts as an adjective.

Set the Purpose:

- **Analyze Visual Elements** - Explain that a writer uses visuals to emphasize key ideas.

Teach and Model:

- **Analyze Visual Elements** - Discuss different types of visuals. Display and read aloud visuals from *The Road to Freedom* to see how illustrations support and enhance meaning.

Prepare to Write:

- **State and Support an Opinion** - Scholars write several paragraphs to analyze the use of illustrations to support details in *The Road to Freedom*. Remind scholars of the Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Use questions on pg. 29 to guide scholars as they prepare to write. Scholars decide on their opinions and select one or two illustrations and passages that will support their opinions. Provide the sentence frame.

Independent Writing Practice:

- **State and Support an Opinion** - Scholars write three opinion paragraphs about the visual elements telling whether they think they contribute to the meaning. They also determine which lines of text relate to the illustrations chosen.

-

Share Writing:

- Volunteers present their paragraphs to the class. The class discusses how each author uses the text and images to support his/her opinion.

Learning Opportunities/Strategies:

Lesson 3 - READING: Analyze Story Structure

Foundational Skills Mini-Lesson:

- **Words from Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of summarizing texts.
- **Engage Scholars** - Preview Chapter 3 to view the illustrations and predict what the chapter will be

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 31
- TE pg. 28
- TE pg. 28
- *The Road to Freedom* pgs. 14-15
- TE pg. 29
- *The Road to Freedom*
- Sentence Frame

- TE pg. 30
- *The Road to Freedom*
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 - READING: Analyze Story Structure

- TE pg. 32
- TE pg. 32
- TE pg. 32
- *The Road to Freedom* Chapter 3

Grade 5 Reading/Writing

about. Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?

- **Read** - Follow Shared Reading Routine to read chapter 3 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Look at the image on pg. 20 - What do you think Emma and her mother are thinking as the rain begins to fall?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Story Structure** - Teacher thinks aloud to guide scholars in analyzing the writer's use of story structure (e.g., point of view, descriptions, etc.).

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Infinitives** - Explain that an infinitive follows the verb *to be*. Display sentences to compare infinitives, gerunds, and participles.

Set the Purpose:

- **Analyze Author's Style** - Explain that the use of dialect and idioms is one way an author expresses style in a narrative.

Teach and Model:

- **Analyze Author's Style** - Explain what a dialect and an idiomatic expression are. Use excerpts from *The Road to Freedom* to focus scholars' attention on the dialect and idiom presented.

Prepare to Write:

- **Support an Opinion** - Scholars scan chapters 1-3 in *The Road to Freedom* to select passages that show the author's style. Use questions to guide scholars

- TE pg. 32
- *The Road to Freedom* Chapter 3
- Shared Reading Routine TR10-11

- TE pg. 32
- Think-Pair-Share Routine TR2-3
- *The Road to Freedom* pg. 20

- TE pg. 33
- *The Road to Freedom* Chapter 3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 33-34
- By-the-Way Words - possum
- Benchmark Vocabulary - curled, screeched, grumbled
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 34
- Teacher Think Aloud
- *The Road to Freedom*

Resources

Lesson 3 - WRITING: Opinion Writing

- TE pg. 41
- *The Road to Freedom*

- TE pg. 38

- TE pg. 38
- *The Road to Freedom* pg. 20

- TE pg. 39
- *The Road to Freedom* Chapters 1-3
- Teacher Modeled Writing

Grade 5 Reading/Writing

as they form their opinions about the author's style. Teacher models by forming and stating an opinion about the author's style. Remind scholars that they must support their opinions with evidence from the text. Teacher models by writing an opinion based on the text.

Independent Writing Practice:

- **Support an Opinion** - Scholars write three or more opinion paragraphs about the author's style in *The Road to Freedom* based on a five-to ten-line passage from the text. They should begin by stating their opinion on whether the author's style contributes to the meaning of the text. Display examples of author's style they can consider.

Share Writing:

- Volunteers read their writing aloud. Use each volunteer's point of view to discuss the author's style choices.

Learning Opportunities/Strategies:

Lesson 4 - READING: Characters Respond to Events

Foundational Skills Mini-Lesson:

- **Words from Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars analyze characters' responses.
- **Explore Poetry** - Read and discuss *Another Mountain*.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Scholars analyze characters/themes.
- **Read** - Follow Shared Reading Routine to read chapter 4 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What challenges are helped or solved? What new challenges are introduced?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 40
- *The Road to Freedom* Chapters 1-3
- Digital Options

- TE pg. 40
- Student Writing

Resources:

Lesson 4 - READING: Characters Respond to Events

- TE pg. 42
- TE pg. 42
- TE pg. 42
- *Another Mountain* pg. 125 Text Collection
- TE pg. 42
- *The Road to Freedom* Chapter 4
- TE pg. 42 *The Road to Freedom* Chapter 4
- Shared Reading Routine TR10-11
- TE pg. 42
- Think-Pair-Share Routine TR2-3
- *The Road to Freedom* Chapter 4
- TE pg. 43 *The Road to Freedom* Chapter 4
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 43-44
- By-the-Way Word - moss, spongy

Grade 5 Reading/Writing

Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character Responses** - Complete Cause-Effect graphic organizer to record Emma and her mother's responses to events on pgs. 21-22.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display and read aloud excerpts from *The Road to Freedom* to show that prepositions tell us a location in a sentence.

Set the Purpose:

- **Develop an Opinion Statement and Introduction** - Scholars will develop skills to analyze text in writing.

Teach and Model:

- **Develop an Opinion Statement and Introduction** - Display and read aloud Student Model to see how a writer chooses words and phrases that make an opinion clear.

Prepare to Write:

- **Write an Opinion Statement and Introduction** - Scholars will write an introductory paragraph that states an opinion about an issue related to the text. They begin by choosing a topic that has two sides to argue and then determines their point of view about the topic. Teacher reviews questions that must be answered in order to write an opinion statement.

Independent Writing Practice:

- **Write an Opinion Statement and Introduction** - Scholars choose a topic in *The Road to Freedom*, formulates an opinion about the issue, and states it clearly. Then they develop an introductory paragraph incorporating the opinion statement.

Share Writing:

- Volunteers share their paragraphs with the class. The class identifies the opinion statement and shares the reasons each introduction grabs their attention.

Learning Opportunities/Strategies:

Lesson 5 - READING: Determine How Word Choice Affects Meaning

- Benchmark Vocabulary - shivering, scent, quilt
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 44
- Cause-Effect Graphic Organizer TR32
- *The Road to Freedom* Chapter 4

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51
- *The Road to Freedom*

- TE pg. 48

- TE pg. 48
- Student Model

- TE pg. 49

- TE pg. 50
- *The Road to Freedom*
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Determine How Word Choice Affects Meaning

Grade 5 Reading/Writing

Foundational Skills Mini-Lesson:

- **Words from Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions can be supported with evidence from a variety of sources. Scholars learn how writers use word choice and details to support their opinions.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - Follow Shared Reading Routine to read chapter 5 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What type of details help you understand how enslaved people who escaped were treated?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice** - Guide scholars to focus on examples of word choice in *The Road to Freedom*

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositional Phrases** - Display and read aloud excerpts from *The Road to Freedom* to show that a prepositional phrase always begins with a preposition.

Set the Purpose:

- **Gather Evidence to Support an Opinion** - Scholars will support their opinion statements they wrote in Lesson 4 with two body paragraphs that uses reasons and evidence to support their opinions.

Teach and Model:

- TE pg. 52

- TE pg. 52

- TE pg. 52

- TE pg. 52 *The Road to Freedom* Chapter 5
- Shared Reading Routine TR10-11

- TE pg. 52
- Think-Pair-Share Routine TR2-3
- *The Road to Freedom* Chapter 5

- TE pg. 53
- *The Road to Freedom* Chapter 5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 53-54
- By-the-Way Words - Quaker, enslave, Underground Railroad
- Benchmark Vocabulary - conductor, slavery, shuffling
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 54
- *The Road to Freedom* pg. 27

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61
- *The Road to Freedom*

- TE pg. 58
- *The Road to Freedom*

Grade 5 Reading/Writing

- **Gather Evidence to Support an Opinion** - Display and read aloud the Student Model to see how the writer supports an opinion with the text.

Prepare to Write:

- **Use Evidence to Support an Opinion** - Display the list of elements of strong writing. Scholars review their introduction and brainstorm ways to support their opinion statement. They also must present the information in an attention-grabbing, logical manner.

Independent Writing Practice:

- **Use Evidence to Support an Opinion** - Scholars develop their opinion statement from Lesson 4 by gathering evidence to develop three reasons that support their opinion. They will organize their reasons into three body paragraphs.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion statement and supporting evidence in each paragraph.

Learning Opportunities/Strategies:

Lesson 6 - READING: Determine a Text's Themes

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of summarizing texts. Scholars read chapter 6 and summarize the ideas to determine the themes.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - Follow Shared Reading Routine to read chapter 6 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does the driver avoid the suspicions of the man that questions him about his cart?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the

- TE pg. 58
- Student Model

- TE pg. 59
- List of Elements of Strong Writing

- TE pg. 60
- Student Writing Lesson 4
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Determine a Text's Themes

- TE pg. 62

- TE pg. 62
- *The Road to Freedom* Chapter 6

- TE pg. 62

- TE pg. 62
- *The Road to Freedom* Chapter 6
- Shared Reading Routine TR10-11

- TE pg. 62
- Think-Pair-Share Routine TR2-3
- *The Road to Freedom* Chapter 6

- TE pg. 63
- *The Road to Freedom* Chapter 6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 64

Grade 5 Reading/Writing

meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Summarize** - Display and complete with class Web A graphic organizer to summarize the main points in the chapter.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions and Pronouns** - Explain points to keep in mind when using prepositions in writing. Display chart to show the difference between subjective and objective case pronouns.

Set the Purpose:

- **Organize Ideas** - Scholars will study how the way a writer chooses to organize details impacts how the reader understands them.

Teach and Model:

- **Organize Ideas** - Display the Student Model to model effective organization of details in an opinion paragraph.

Prepare to Write:

- **Draft an Outline** - Remind scholars of Essential Question: How do writers support opinions with evidence from different sources? Scholars review their paragraphs and how the information could be better organized. Teacher displays the Student Model on pg. 68 to model writing an outline.

Independent Writing Practice:

- **Draft an Outline** - Scholars develop their opinion paragraphs from lesson 5 by drafting an outline. Then they revise and reorganize their body paragraphs based on their outline.

Share Writing:

- Volunteers share their writing with the class. Volunteers identify the theme, as well as the reasons and evidence they provide.

Learning Opportunities/Strategies:

Lesson 7 - READING: Analyze Tone in a Text

Foundational Skills Mini-Lesson:

- **Word Families**

- Benchmark Vocabulary - tumbled, whinnied, stuttered
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 64
- Web A TR44
- *The Road to Freedom* Chapter 6

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 71

- TE pg. 68

- TE pg. 68
- Student Model

- TE pg. 69
- Student Model pg. 68
- Teacher Modeled Writing (Outline)

- TE pg. 70
- Student Writing Lesson 5
- Digital Options

- TE pg. 70
- Student Writing

Resources

Lesson 7 - READING: Analyze Tone in a Text

- TE pg. 72

Grade 5 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars analyze the way the author uses tone to convey ideas about inequality and injustice.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Scholars understanding of tone helps to analyze characters and themes in a story.
- **Read** - Follow Shared Reading Routine to read chapter 7 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What events bring Mama and Emma closer to reaching their goal.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Tone** - Display and complete with class Web B graphic organizer to record the narrator's tone on pg. 38 in *The Road to Freedom*.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Differentiate Prepositions and Adverbs** - Review adverbs. Display excerpts from *The Road to Freedom* to discuss that the only way to tell if a word being used is a preposition or adverb is to look at how the word is used in writing or speech.

Set the Purpose:

- **Strengthen Reasons and Evidence** - Explain that sometimes evidence may be irrelevant, insufficient, or not tied to the reasons used to support an opinion.

Teach and Model:

- TE pg. 72
- TE pg. 72
- TE pg. 72
- *The Road to Freedom* Chapter 7
- Shared Reading Routine TR10-11
- TE pg. 72
- *The Road to Freedom* Chapter 7
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *The Road to Freedom* Chapter 7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Words - reins, chariot
- Benchmark Vocabulary - drifted, lantern, scattered
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 74
- Web B TR45
- *The Road to Freedom* pg. 38

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- *The Road to Freedom*
- TE pg. 78

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Strengthen Reasons and Evidence - Display questions and Student Model to guide scholars in how to revise an opinion based on a text. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Revise an Opinion - Scholars will do a peer review of their essays to check the evidence used to support the opinion. Scholars use questions to guide peer review. Scholars follow directions to code each piece of evidence. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Revise an Opinion - Scholars revise their opinion essays completed in Lesson 6. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with the class. The class identifies the opinion statement, the reasons, and the evidence in each paragraph. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 8 - READING: Analyze Illustrations</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Word Families <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars will read the next chapter and focus on gathering details from the both the text and illustrations to understand events. • Engage Scholars - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? • Read - Follow Shared Reading Routine to read chapter 8 focusing on the text's meaning. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: Why is the change in setting from the beginning to the end significant? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use 	<ul style="list-style-type: none"> • TE pg. 78 • Student Model <ul style="list-style-type: none"> • TE pg. 79 <ul style="list-style-type: none"> • TE pg. 80 • Student Writing Lesson 6 • Digital Options <ul style="list-style-type: none"> • TE pg. 80 • Student Writing <p><u>Resources</u></p> <p>Lesson 8 - READING: Analyze Illustrations</p> <ul style="list-style-type: none"> • TE pg. 82 <ul style="list-style-type: none"> • TE pg. 82 • <i>The Road to Freedom</i> Chapter 8 <ul style="list-style-type: none"> • TE pg. 82 <ul style="list-style-type: none"> • TE pg. 82 • <i>The Road to Freedom</i> Chapter 8 • Shared Reading Routine TR10-11 <ul style="list-style-type: none"> • TE pg. 82 • <i>The Road to Freedom</i> Chapter 8 • Think-Pair-Share Routine TR2-3 <ul style="list-style-type: none"> • TE pg. 83 • <i>The Road to Freedom</i> Chapter 8 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 <ul style="list-style-type: none"> • TE pgs. 83-84 • By-the-Way Words - Philadelphia
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Grade 5 Reading/Writing

the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations** - Display and complete with class the T-Chart to record how illustrations confirm what the text says.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Coordinating Conjunctions** - Display excerpts from *The Road to Freedom* to show how a coordinating conjunction joins two clauses to form a compound sentence.

Set the Purpose:

- **Use Transitions to Clarify an Opinion** - Scholars will study how transitions link evidence, reasons, and opinions.

Teach and Model:

- **Use Transitions to Clarify an Opinion** - Display a list of transitions. Display questions and Student Model to guide scholars on how to review opinion writing.

Prepare to Write:

- **Add Transitions** - Provide questions to guide scholars as they do a peer review to evaluate the organization of their body paragraphs and add transitions as needed. Remind scholars of some common organizational structures: Order of Importance, Compare/Contrast, and Cause/Effect.

Independent Writing Practice:

- **Add Transitions** - Provide scholars with steps to follow as they review their essays to determine how transitions can be added to strengthen their writing and write their revisions.

Share Writing:

- Volunteers present one revision they made to the class. The class discusses the best use of transitions.

- Benchmark Vocabulary - hunched, capturing, blisters, carriage
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 84
- T-Chart TR39
- *The Road to Freedom* pg. 47

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91
- *The Road to Freedom*

- TE pg. 88

- TE pg. 88
- List of Transitions
- Student Model

- TE pg. 89
- List of Transitions

- TE pg. 90
- Student Essay
- Digital Options

- TE pg. 90
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - READING: Determine the Theme of a Text

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of summarizing texts. Scholars will read the last chapter and think about how the theme can be used to summarize the text.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Scholars will determine themes.
- **Read** - Follow Shared Reading Routine to read chapter 9 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do the events resolve the conflicts Emma and Mama have faced?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Theme** - Display and complete with class the Main Idea Chart to analyze how characters respond to challenges to determine the theme.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Interjections** - Display excerpt from *The Road to Freedom* to show that interjections are words or phrases that express emotion.

Set the Purpose:

- **Develop a Conclusion** - Explain that an author writes a concluding paragraph by providing an

Resources

Lesson 9 - READING: Determine the Theme of a Text

- TE pg. 92
- TE pg. 92
- TE pg. 92
- TE pg. 92
- *The Road to Freedom* Chapter 9
- Shared Reading Routine TR10-11
- TE pg. 92
- *The Road to Freedom* Chapter 9
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- *The Road to Freedom* Chapter 9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 93-94
- By-the-Way Words - Buffalo, Niagara
- Benchmark Vocabulary - surrounded, pillars, territory
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 94
- Main Idea Chart TR36
- *The Road to Freedom* pg. 51

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101
- *The Road to Freedom*
- TE pg. 98

Grade 5 Reading/Writing

additional insight about the topic or a call to action. Provide scholars with guiding questions as they review their opinion essay..

Teach and Model:

- **Develop a Conclusion** - Display the Student Model to study a conclusion.

Prepare to Write:

- **Revise and Conclude** - Scholars consider guiding questions as they review their essay, outline, and write a conclusion. Provide students with the steps to follow to write a conclusion.

Independent Writing Practice:

- **Revise and Conclude** - Scholars review their essay and write a concluding paragraph. It should include a brief summary of their main points and at least one new insight, reflection, or a call to action.

Share Writing:

- Volunteers present one revision they made to the class. The class discusses the best use of transitions.

Learning Opportunities/Strategies:

Lesson 10 - READING: Compare Ideas and Accounts

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars draw connections between historical information and the events of the story.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Scholars compare and contrast different accounts of historical events.
- **Read** - Follow Shared Reading Routine to read the Epilogue focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How is the writing genre of the Epilogue different from the previous chapters?

Close Read:

- TE pg. 98
- Student Model

- TE pg. 99

- TE pg. 100
- Student Essay
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 10 - READING: Compare Ideas and Accounts

- TE pg. 102

- TE pg. 102
- *The Road to Freedom* Epilogue

- TE pg. 102

- TE pg. 102
- *The Road to Freedom* Epilogue
- Shared Reading Routine TR10-11

- TE pg. 102
- *The Road to Freedom* Epilogue
- Think-Pair-Share Routine TR2-3

Grade 5 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Historical Accounts** - Display and complete with class the T-Chart to compare/contrast different historical accounts.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Correlative Conjunctions** - Display excerpts from *The Road to Freedom* to list, explain, and show examples of correlative conjunctions.

Set the Purpose:

- **Analyze Multiple Perspectives** - Use questions to guide scholars as they analyze an author's point of view about an idea or event.

Teach and Model:

- **Analyze Multiple Perspectives** - Explain that an author may include multiple perspectives by presenting all the sides of a complicated issue. Display and study the Student Model to see how events unfold through different sets of eyes.

Prepare to Write:

- **Write from Multiple Perspectives** - Scholars think about events or issues from more than one point of view. Provide scholars with guiding questions as they prepare their social media message. After choosing an event from *The Road to Freedom*, scholars complete a Three-Column Chart listing the persons/groups in the heading and their perspectives below.

Independent Writing Practice:

- **Write from Multiple Perspectives** - Scholars choose an important historical event in *The Road to Freedom*. They write a social media message about

- TE pg. 103
- *The Road to Freedom* Epilogue
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - constellation, abolitionists, fugitive
- Benchmark Vocabulary - historical, abolish, tremendous
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 104 *The Road to Freedom*
- T-Chart TR39

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 111
- *The Road to Freedom*

- TE pg. 108

- TE pg. 108
- Student Model

- TE pg. 109
- Three-Column Chart TR40
- *The Road to Freedom*

- TE pg. 110
- *The Road to Freedom*
- Digital Options

Grade 5 Reading/Writing

300 words long, presenting multiple perspectives on how the event impacted.

Share Writing:

- Volunteers present their social media messages to the class. The class discusses the multiple perspectives used.

Learning Opportunities/Strategies:

Lesson 11 - READING: Analyze Structure and Determine Theme

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars will read poem and analyze the structure and details to determine the theme.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - Follow Shared Reading Routine to read *Harriet Tubman* focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Describe the structure and form of the poem (e.g., rhyme, rhythm, lines, stanzas).

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Theme** - Display and complete the Three Sorting Circles to determine by examining the people/events, images, and tone/form in the poem.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- TE pg. 110
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 11 - READING: Analyze Structure and Determine Theme

- TE pg. 112
- TE pg. 112
- *Harriet Tubman*, Text Collection
- TE pg. 112
- TE pg. 112
- *Harriet Tubman*, Text Collection
- Shared Reading Routine TR10-11
- TE pg. 112
- *Harriet Tubman*, Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 113
- *Harriet Tubman*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 114
- Benchmark Vocabulary - neither, either
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 114
- Three Sorting Circles TR41
- *Harriet Tubman*, Text Collection

Resources

Lesson 11 - WRITING: Opinion Writing

Grade 5 Reading/Writing

- **Independent Clauses** - Display excerpts from *Harriet Tubman* to explain and show examples of independent clauses.

Set the Purpose:

- **Evaluate Opinion** - Explain that readers learn about multiple perspectives and opinions by reading one or more texts. Provide questions to help scholars evaluate opinions.

Teach and Model:

- **Evaluate Opinion** - Display Student Model to help scholars understand that authors start with a strong perspective and discuss other perspectives later in the essay.

Prepare to Write:

- **Write an Opinion Essay** - Scholars will plan their essay by clearly stating an opinion about the perspectives in *The Road to Freedom* and *Harriet Tubman*. They should identify the claim they will make as well as other perspectives. They should make an outline that organizes their reasons and evidence into a structure (e.g., time order, order of importance). Provide questions to guide scholars' planning. Display a list of transitions.

Independent Writing Practice:

- **Write an Opinion Essay** - Scholars write an opinion essay. They will scan *The Road to Freedom* and *Harriet Tubman* to look for perspectives from different people. They should evaluate how effectively the texts show different perspectives.

Share Writing:

- Volunteers present their opinion to the class. The class identifies the opinion.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare/Contrast Characters

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of summarizing texts. Scholars will summarize the text to compare and contrast characters.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?

- TE pg. 121
- *Harriet Tubman*, Text Collection

- TE pg. 118

- TE pg. 118
- *Harriet Tubman*, Text Collection

- TE pg. 119
- *The Road to Freedom*
- *Harriet Tubman* Text Collection
- List of Transitions

- TE pg. 120
- *The Road to Freedom*
- *Harriet Tubman* Text Collection
- Digital Options

- TE pg. 120
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 12 - READING: Compare/Contrast Characters

- TE pg. 122

- TE pg. 122

- TE pg. 122

Grade 5 Reading/Writing

- **Read** - Follow Shared Reading Routine in the first read of *Operation Clean Sweep* focusing on the text's meaning.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why didn't Otis believe Corn when he told them that the women in town were running for political office?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare/Contrast Characters** - Display and complete with class the Venn Diagram to compare Otis and the Narrator.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Dependent Clauses** - Display sentences and use questions to explain dependent clauses. Display a list of conjunctions.

Set the Purpose:

- **Plan a Speech** - Scholars will plan and develop an opinion speech about an injustice or inequality in their community by choosing a topic they have a strong opinion about. Scholars use questions to help their planning.

Teach and Model:

- **Plan a Speech - Teacher** brainstorms with class and lists possible topics. Teacher then selects one topic to model and writes an opinion statement after studying the Student Model. Scholars review questions as they consider the purpose and the audience for their speech.

Prepare to Write:

- **Plan and Prewrite a Speech** - Scholars determine their opinion and how they can support it by reading

- TE pg. 122
- *Operation Clean Sweep* pgs. 67-74 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 122
- *Operation Clean Sweep* pgs. 67-74 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *Operation Clean Sweep* pgs. 67-74 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 123-124
- By-the-Way Words - smallpox
- Benchmark Vocabulary - politics, rampant
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 124
- Venn Diagram TR43
- *Operation Clean Sweep* pgs. 67-74 Text Collection

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 131
- List of Conjunctions

- TE pg. 128

- TE pg. 128
- Student Model

- TE pg. 129
- Teacher Modeled Writing (State an Opinion)

Grade 5 Reading/Writing

information from several sources. Teacher models by forming and stating an opinion. Scholars will organize their reasons by creating an outline or using a graphic organizer.

Independent Writing Practice:

- **Plan and Prewrite a Speech** - Scholars select an injustice or equality, use an outline or graphic organizer, write an opinion statement, identify the purpose and audience, and list three reasons that support opinion in a logical order.

Share Writing:

- Volunteers present their outlines to their partners. Partners identify the purpose of each other's speeches.

Learning Opportunities/Strategies:

Lesson 13 - READING: Determine Meanings of Words

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions can be supported with evidence from a variety of sources. Scholars determine meanings of words and phrases such as figurative language.
- **Explore Poetry** - Read and discuss *A Song for Suffrage*.
- **Engage Scholars** - Scholars list characters from *Operation Clean Sweep* and summarize story so far. Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - Follow Shared Reading Routine to read *Operation Clean Sweep* focusing on meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why did Flora wink at Corn when the votes were being tallied?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing

Resources

Lesson 13 - READING: Determine Meanings of Words

- TE pg. 132
- TE pg. 132
- *Operation Clean Sweep* pgs. 75-77 Txt Collection
- TE pg. 132
- *A Song for Suffrage* pgs. 122-123 Text Collection
- *Operation Clean Sweep* pgs. 75-77 Txt Collection
- TE pg. 132
- *Operation Clean Sweep* pgs. 75-77 Txt Collection
- Shared Reading Routine TR10-11
- TE pg. 132
- *Operation Clean Sweep* pgs. 75-77 Txt Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 133
- *Operation Clean Sweep* pgs. 75-77 Txt Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 134
- Benchmark Vocabulary - tallied, underestimate

Grade 5 Reading/Writing

meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Author's Choices** - Reread pg. 75 to better understand how the author shapes meaning.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Connecting Independent Clauses** - Display sentences to show how to create a compound sentence using a coordinating conjunction.

Set the Purpose:

- **Draft a Speech** - Remind scholars that an opinion is a belief or point of view. Provide scholars questions as they start to consider their speech.

Teach and Model:

- **Draft a Speech** - Present a video of famous leader giving a speech. Display the Student Model to analyze ways the speech uses persuasive techniques.

Prepare to Write:

- **Develop Writing Skills** - Remind scholars to organize their supporting reasons, use a few persuasive reasons, and add figurative language and repetition to make points and engage their audience. Teacher thinks aloud to model how to begin the first draft of a speech. Scholars will make an outline that can be revised to add and/or connect ideas.

Independent Writing Practice:

- **Draft a Speech** - Scholars use their outline from Lesson 12 to draft their speech. Scholars should use persuasive devices to engage the audience.

Share Writing:

- Volunteers share their drafts with a partner. Partners comment as to whether there are enough reasons to support the opinion statement.

Learning Opportunities/Strategies:

Lesson 14 - READING: Compare and Contrast Stories

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 134
- *Operation Clean Sweep* pgs. 75 Text Collection

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141
- TE pg. 138
- TE pg. 138
- Video of Famous Leader's Speech
- Student Model
- TE pg. 139
- Teacher Think Aloud

- TE pg. 140
- Digital Options

- TE pg. 140
- Student Writing

Resources

Lesson 14 - READING: Compare and Contrast Stories

- TE pg. 142

Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of summarizing texts. Scholars compare/contrast stories in the same genre on their approaches to similar themes and topics.
- **Engage Scholars** - Explain the genre (historical fiction). Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - In small groups reread both texts to summarize key features of each text (e.g., characters, events, language, themes).
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How would *The Road to Freedom* be different if it was written from the point of view of someone who had already escaped and was looking back at a past journey?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast Stories** - Display and complete with class the Venn Diagram to compare and contrast both stories.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subordinating Conjunctions** - Display sentences to explain that a dependent clause is introduced by a subordinating conjunction. Display a list of subordinating conjunctions.

Set the Purpose:

- **Revise and Rewrite a Speech** - Remind scholars that the purpose of their speech is to state and support an opinion and review the elements that scholars should include.

Teach and Model:

- **Revise and Rewrite a Speech** - Display Student Model to study a sample speech.

- TE pg. 142
- *The Road to Freedom*
- *Operation Clean Sweep* Text Collection

- TE pg. 142
- *The Road to Freedom*
- *Operation Clean Sweep* Text Collection

- TE pg. 142
- *The Road to Freedom*
- *Operation Clean Sweep* Text Collection

- TE pg. 142
- *The Road to Freedom*
- Think-Pair-Share Routine TR2-3

- TE pg. 143
- *The Road to Freedom & Operation Clean Sweep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 144
- Benchmark Vocabulary - underestimate
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 144
- Venn Diagram TR43
- *The Road to Freedom & Operation Clean Sweep*

Resources

Lesson 14 - WRITING: Opinion Writing

- TE pg. 151
- List of Subordinating Conjunctions

- TE pg. 148

- TE pg. 148
- Student Model

Grade 5 Reading/Writing

Prepare to Write:

- **Develop Writing Skills** - Scholars will revise their speech based on a peer's feedback. Review with scholars the following: Organization, Parallelism/Repetition, and Precise Word Choice.

Independent Writing Practice:

- **Develop Writing Skills** - Scholars use their draft from Lesson 13 to further develop their speech (e.g., repetition, emphasize important reasons, transitions, clear language/sentence structure, etc.). Scholars peer review each other's drafts making sure that the organization makes sense.

Share Writing:

- Volunteers present their revisions to a small group. The group gives feedback.

Learning Opportunities/Strategies:

Lesson 15 - READING: Analyze Author's Choices

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars read about Cesar Chavez and analyze how the author makes choices to emphasize.
- **Engage Scholars** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? Scholars will learn how authors use evidence and text structure to support points.
- **Read** - Follow Shared Reading Routine to read *Cesar Chavez: Champions of Workers* focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How did Cesar and Helen Chavez help farmworkers?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 149

- TE pg. 150
- Student Draft Speech
- Digital Options

- TE pg. 150
- Student Writing

Resources

Lesson 15 - READING: Analyze Author's Choices

- TE pg. 152
- TE pg. 152
- *Cesar Chavez: Champions of Workers* pgs. 80-85 Text Collection
- TE pg. 152
- *Cesar Chavez: Champions of Workers* pgs. 80-85 Text
- TE pg. 152
- *Cesar Chavez: Champions of Workers* pgs. 80-85 Text
- Shared Reading Routine TR10-11
- TE pg. 152
- *Cesar Chavez: Champions of Workers* pgs. 80-85 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 153
- *Cesar Chavez: Champions of Workers* pgs. 80-85 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Author's Choices** - Study pg. 80 to understand how the author chooses to shape meaning.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **More Subordinating Conjunctions** - Display sentences to remind scholars that subordinating conjunctions introduce dependent clauses. Display and add to list of subordinating conjunctions.

Set the Purpose:

- **Edit and Proofread a Speech** - Scholars will correct convention errors using the questions as a guide.

Teach and Model:

- **Edit and Proofread a Speech** - Review conventions from the module (e.g., subordinating conjunctions, interjections). Display Student Model to study editing and proofreading.

Prepare to Edit:

- **Use Peer Review to Improve Opinion Writing** - Scholars will focus on construction of sentences and spelling during peer reviews. Provide a checklist that includes the elements to review. Teacher thinks aloud on what to look for when editing and proofreading opinion writing.

Independent Writing Practice:

- **Use Peer Review to Improve Opinion Writing** - Scholars exchange speeches with a partner to check for grammar, punctuation, punctuation, and capitalization using the checklist on TE. pg. 159.

Share Writing:

- Scholars read their speeches aloud to a partner. Partners identify any unclear passages and offer suggestions for improvement.

Learning Opportunities/Strategies:

Lesson 16 - READING: Analyze Cause-Effect

Foundational Skills Mini-Lesson:

- **Shades of Meaning**

- TE pgs. 153-154
- By-the-Way Words - strike
- Benchmark Vocabulary - heritage, ironic
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 154
- *Cesar Chavez: Champions of Workers* pg. 80

Resources

Lesson 15 - WRITING: Opinion Writing

- TE pg. 161
- List of Subordinating Conjunctions

- TE pg. 158

- TE pg. 158
- Student Model

- TE pg. 159
- Checklist
- Teacher Think Aloud

- TE pg. 160
- Checklist TE pg. 159
- Student Speech
- Digital Options

- TE pg. 160
- Student Speech

Resources

Lesson 16 - READING: Analyze Cause-Effect

- TE pg. 162

Grade 5 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars will analyze cause-effect relationships.
- **Engage Students** - Scholars work in a small group to list the main events in *Cesar Chavez: Champions of Workers* so far. Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - Follow Shared Reading Routine to read *Cesar Chavez: Champions of Workers* pgs. 86-98 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What challenges did Cesar Chavez face?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Cause-Effect** - Display and complete with class the Cause-Effect graphic organizer on pgs. 89-90

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Correcting Sentence Fragments** - Model by displaying sentences.

Set the Purpose:

- **Present a Speech** - Explain that the speaker needs to adjust the pace and tone of their voice. Guide scholars to consider the questions as they get ready to present their speeches.

Teach and Model:

- **Present a Speech** - Teacher models by reading aloud the section, "A Nonviolent Fight" in *Cesar*

- TE pg. 162
- *Cesar Chavez: Champions of Workers* Text Collection
- TE pg. 162
- *Cesar Chavez: Champions of Workers* Text Collection
- TE pg. 162
- *Cesar Chavez: Champions of Workers* pgs. 86-98 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 162
- *Cesar Chavez: Champions of Workers* pgs. 86-98 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 163
- *Cesar Chavez: Champions of Workers* pgs. 86-98 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 163-164
- By-the-Way Words - legislature
- Benchmark Vocabulary - convince
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 164 *Cesar Chavez: Champions of Workers*
- Cause-Effect TR32

Resources

Lesson 16 - WRITING: Opinion Writing

- TE pg. 171
- *Cesar Chavez: Champions of Workers* Text Collection
- TE pg. 168
- TE pg. 168

Grade 5 Reading/Writing

Chavez: Champions of Workers on pgs. 90-91 pausing after key point and adjusting the pace. Suggest that including an image also emphasizes key points. Guide scholars to consider the questions as they get ready to present their speeches.

Prepare to Publish:

- **Prepare to Present** - Remind scholars that a monotone or speaking quickly will not engage the audience. For speeches to be effective, review the following with scholars: Add Visuals and Annotate. Teacher models annotating a speech and giving a presentation by using a student draft.

Independent Writing Practice:

- **Prepare to Present** - Scholars practice their speech with a partner. They should adjust their pace and tone to emphasize important reasons and include visuals.

Share Writing:

- Scholars present their speeches orally. The class offer advice on their pace and tone.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare Visual Elements

Foundational Skills Mini-Lesson:

- **Shades of Meaning**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars see how writers use visual elements.
- **Engage Students** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - In small groups reread the texts to summarize key features of each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What inequalities did African Americans, women, and farmworkers have in the 1800s and 1900s?

Close Read:

- "A Nonviolent Fight" in *Cesar Chavez: Champions of Workers* on pgs. 90-91

- TE pg. 169
- Student Draft Speech

- TE pg. 170
- Student Speech
- Digital Options

- TE pg. 170
- Student Speech
- Writing Keystone Checklist

Resources

Lesson 17 - READING: Compare Visual Elements

- TE pg. 172

- TE pg. 172

- TE pg. 172
- *Cesar Chavez: Champions of Workers* Text Collection
- *The Road to Freedom*

- TE pg. 172
- *Cesar Chavez: Champions of Workers* Text Collection
- *The Road to Freedom*

- TE pg. 172
- *Cesar Chavez: Champions of Workers* Text Collection
- *The Road to Freedom*
- Think-Pair-Share Routine TR2-3

Grade 5 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Compare-Contrast Visuals - Display and complete with class the Three-Column Chart.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Correcting Run-on Sentences** - Model by displaying sentences.

Set the Purpose:

- **Conduct Research and Cite Sources** - Explain that writers use research to support opinions and reasons. They include direct quotes, paraphrases, or summarize.

Teach and Model:

- **Conduct Research and Cite Sources** - Teacher uses *Cesar Chavez: Champion of Workers* and the Student Model to explain and show how to cite sources.

Prepare to Publish:

- **Write an Opinion** - Explain to scholars the several ways to take notes on their research: Paraphrase, Summarize, and Direct Quotes.

Independent Writing Practice:

- **Write an Opinion** - Scholars will research by taking notes on a courageous leader who responded to injustice using one text from this module and two or three additional sources.

Share Writing:

- Volunteers present their writing to a small group. The group gives feedback.

- TE pg. 173
- *Cesar Chavez: Champions of Workers Text Collection*
- *The Road to Freedom*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 174
- Benchmark Vocabulary - quarters, auction
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 174
- Three-Column Chart TR40
- *The Road to Freedom* and *Cesar Chavez*

Resources

Lesson 17 - WRITING: Opinion Writing

- TE pg. 181

- TE pg. 178

- TE pg. 178
- *Cesar Chavez: Champion of Workers* pgs. 86, 95, and 92 Text Collection
- Student Model

- TE pg. 179

- TE pg. 180
- *Cesar Chavez: Champions of Workers Text Collection*
- *The Road to Freedom*
- *Operation Clean Sweep* Text Collection
- Print and Digital Sources
- Digital Options

- TE pg. 180
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 18 - READING: Compare and Contrast Texts

Foundational Skills Mini-Lesson:

- **Shades of Meaning**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people respond to inequality and injustice in different ways. Scholars compare and contrast how people respond differently to inequality.
- **Engage Students** - Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources?
- **Read** - In small groups reread the texts to summarize key features of each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What common themes can be found in all three texts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Craft and Structure** - Teacher points out the sequence words and phrases the authors use to show chronological order.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Spell Correctly** - Teacher displays a list of frequently misspelled words.

Set the Purpose:

- **Analyze Sources and Develop an Opinion** - Explain to scholars that for an opinion essay, a writer

Resources

Lesson 18 - READING: Compare and Contrast Texts

- TE pg. 182
- TE pg. 182
- *Cesar Chavez: Champions of Workers, The Road to Freedom, & Operation Clean Sweep*
- TE pg. 182
- *Cesar Chavez: Champions of Workers, The Road to Freedom, & Operation Clean Sweep*
- TE pg. 182
- *Cesar Chavez: Champions of Workers, The Road to Freedom, & Operation Clean Sweep*
- TE pg. 182
- *Cesar Chavez: Champions of Workers, The Road to Freedom, & Operation Clean Sweep*
- Think-Pair-Share Routine TR2-3
- TE pg. 183
- *Cesar Chavez: Champions of Workers, The Road to Freedom, & Operation Clean Sweep*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - tallied
- Benchmark Vocabulary Routine for Literary Text TR28-38 and Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 184
- *Cesar Chavez: Champions of Workers* Text Collection
- *The Road to Freedom*

Resources

Lesson 18 - WRITING: Opinion Writing

- TE pg. 191
- TE pg. 188

Grade 5 Reading/Writing

analyzes their research to determine what will support the opinion.

Teach and Model:

- **Analyze Sources and Develop an Opinion -** Teacher uses an opinion about Chavez to model how to analyze notes and develop an opinion. Scholars study the Student Model to see how to state an idea and then quote a fact, detail, or example that illustrates the idea.

Prepare to Write:

- **Write an Opinion Essay -** Explain to scholars that an opinion essay discusses an important theme shared by the texts. Teacher models writing a statement of opinion. Explain to scholars that they must include three reasons that explain why the theme chosen is important. Below each reason, list evidence supporting the reason. Explain how scholars should determine a structure (e.g., Block or Point-by-Point).

Independent Writing Practice:

- **Write an Opinion Essay -** Scholars use their research from Lesson 17 to write a two page opinion essay.

Share Writing:

- Scholars present their opinion essay to a small group. The group gives feedback.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Opinion Task: Write an Opinion Speech -** Scholars will choose an example of inequality or injustice either from the selections, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.
- Scholars will:
 - introduce an inequality or injustice and state their opinion about it.
 - create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - provide reasons with facts and details to support their opinions.
 - link their opinions and reasons using words, phrases, and clauses.
 - provide a conclusion.

Prepare:

- TE pg. 188
- Teacher Modeled Writing
- Student Model

- TE pg. 189
- Teacher Modeled Writing

- TE pg. 190
- Student Research Lesson 17
- Digital Options

- TE pg. 190
- Student Writing

Resources

Performance-Based Assessment

- TE pg. 192
- Student Reproducible pg. 196

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Review - Discuss Essential Questions: How do readers summarize text? How do writers support opinions with evidence from different sources? ● Revisit the Text - Remind scholars that in <i>Cesar Chavez: Champions of Workers</i>, the author describes an injustice and how workers responded to it. The author supports the idea by including Chavez's favorite saying. Explain to scholars that as they prepare their speech, they will brainstorm examples of inequality from texts in this module, their own lives, and in the world. Once scholars select a topic, they will state their opinion and provide logically ordered reasons supported by facts and details using transitions. <p>Create:</p> <ul style="list-style-type: none"> ● Scholars use the following steps to create an opinion speech: Choose an example of inequality or injustice. Use a Cause-Effect graphic organizer to record problems that result from the topic. Create an opinion statement followed by reasons supported by facts and details. Select an organizational structure and transitions. Compose a concluding statement. ● Scholars participate in a peer review providing feedback to each other. ● Score Writing: Use Opinion Writing Rubric ● Present: Follow suggestions for scholars to share their writing with the class or with a group. ● Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments. 	<ul style="list-style-type: none"> ● TE. pg. 193 ● TE. pg. 193 ● <i>Cesar Chavez: Champions of Workers</i> pgs. 89-90 Text Collection ● TE pg.194 ● Notebook/paper to take notes ● Graphic organizer ● Paper to draft speech ● Access to computer/tablet to conduct an internet search and type speeches (optional) ● Materials for visual displays ● Texts: <i>Cesar Chavez: Champions of Workers, The Road to Freedom, & Operation Clean Sweep</i> ● TE pg. 197 Opinion Writing Rubric ● TE pg. 198 ● Digital Options ● TE pg. 199
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Two: Finding Courage - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.A.** Read on-level with purpose and understanding.
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

Grade 5 Reading/Writing

- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.CT.5.8.** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VL.5.2C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.5.2.A** Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to **aid in** comprehension.
- **W.IW.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.IW.5.2.C** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.IW.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.5.2.E** Provide a conclusion related to the information of explanation presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.

Grade 5 Reading/Writing

- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- **W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Mathematics

- **5.NBT.B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

NJSLS Social Studies

- **6.1.5.CivicsCM.4** - Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- **6.1.5.CivicsCM.6** - Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.EconNM.7** - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.HistoryCC.2** - Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryCC.4** - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.7** - Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.14** - Compare the practice of slavery and indentured servitude in Colonial labor systems.
- **6.1.5.HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Health and Physical Education

- **2.1.5.EH.1:** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.SSH.3:** Demonstrate ways to promote dignity and respect for all people.
- **2.1.5.SSH.7:** Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.

Grade 5 Reading/Writing

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.4** - Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)
- **9.1.5.RMI.1** - Identify risks that individuals and households face.
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2** - Identify how you might like to earn an income.
- **9.2.5.CAP.3** - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.3** - Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.1** - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Central Idea / Enduring Understanding:

- Readers understand the relationships between individuals and historical events are important to their understanding of a text.
- Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information.
- Learners understand that social movements are produced by a unique combination of leadership and events.

Essential/Guiding Question:

How does understanding the relationships between individuals and historical events help readers comprehend a text?

How do writers clearly convey ideas and information?

Content (Goals):

- Readers will explain the relationships between individuals and historical events based on information presented in texts.
- Writers will compose an informative text using linking words and phrases and specific vocabulary.
- Learners will understand various social movements and how they have affected large groups of people.

Text Complexity Measures - TR48 - TR57

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure

Skills(Objectives):

Reading

- Main Ideas and Key Details
- Locate Key Information
- Relationship Between Historical People and Concepts
- Cause-Effect Relationships
- Multiple Accounts of an Event
- Compare and Contrast Structure
- Reasons and Evidence
- Interactions Between People and Events
- Integrate Information Across Texts

Writing

- Write an Introduction
- Organize and Outline Informative/Explanatory Text
- Develop Informative/Explanatory Text with Quotations

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<ul style="list-style-type: none"> ● Develop Informative/Explanatory Text with Facts and Details ● Add Precise Language to Informative/Explanatory ● Add Visuals and Text Features to Informative/Explanatory Text ● Add Transitions to Explanatory/Informative Text ● Write a Conclusion ● Write a Compare and Contrast Essay ● Take Notes on Research ● Evaluate Sources for a Research Paper ● Use Research to Plan an Informative Presentation ● Draft a Presentation ● Revise and Rewrite to Incorporate Feedback ● Peer Review ● Publish and Present Information ● Write an Analysis Essay ● Write an Informative/Explanatory Text
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> ● Informative/Explanatory Task: Write About Courage - Scholars will write a brief essay to explain the courage exhibited by one of the people in <i>Real-Life Superheroes</i>. ● Scholars will: <ul style="list-style-type: none"> ○ introduce and describe the person they have chosen to write about. ○ use facts, definitions, details, and quotations to explain how this person showed courage. ○ use transitions, such as <i>however, although, nevertheless, similarly, moreover, and in addition</i>. ○ provide a conclusion. ○ include graphics or visuals to enhance comprehension. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Identify Main Ideas in a Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Greek and Latin Roots <p>Build Understanding:</p>	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Identify Main Ideas in a Text</p> <ul style="list-style-type: none"> ● TE pg. 212
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Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Readers understand the relationships between individuals and historical events are important to their understanding of a text. Scholars identify the main ideas about people who changed history. • Engage Scholars - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text? How do writers clearly convey ideas and information? • Read - Follow Shared Reading Routine to read pgs. 2-6 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What kind of person was Richard Martin? How do you know? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Main Ideas and Key Details - Display and complete with class the Main Idea organizer. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Maintain Subject-Verb Agreement - Display sentences from <i>Superheroes</i> to show that subjects and verbs must always agree. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Introduce a Topic - Scholars will write an informative/explanatory essay. Display questions for them to keep in mind as they choose a topic. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Introduce a Topic - Display and read aloud excerpts from <i>Superheroes</i> to model how scholars can define their topic and make an observation about it. <p>Prepare to Write:</p>	<ul style="list-style-type: none"> • TE pg. 212 • TE pg. 212 • TE pg. 212 <i>Superheroes</i> pgs. 2-6 • Shared Reading Routine TR10-11 • TE pg. 212 <i>Superheroes</i> pgs. 2-6 • Think-Pair-Share Routine TR2-3 • TE pg. 213 <i>Superheroes</i> pgs. 2-6 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 213-214 • By-the-Way Words - Member of Parliament • Benchmark Vocabulary - superheroes, ridicule, welfare, entitled • Benchmark Vocabulary Routine for Informational Text TR24-27 • Generative Vocabulary Chart TE 203-205 • TE pg. 214 <i>Superheroes</i> pg. 2 • Main Idea Graphic Organizer TR36 <p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 221 • <i>Superheroes</i> • TE pg. 218 • TE pg. 219 • <i>Superheroes</i> pgs. 2-3
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Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Write an Introduction - Scholars will investigate a person and write an introduction for a research paper. Display guiding questions for scholars to consider as they begin to write. Explain to scholars the following steps: Research, Narrow Focus, and Choose a Focus. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write an Introduction - Scholars should directly name their main idea, make an observation that focuses the topic, give background information on their superhero and why he/she is important. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their introductory paragraphs with the class. The class identifies the subject and why the writer considers the person to be a superhero. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 2 - READING: Explain How Events Are Related</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Greek and Latin Roots <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars will explain how events in a text are related. • Engage Scholars - Preview chapter 2 to study the visual elements. Share the Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text? How do writers clearly convey ideas/information? • Read - Follow Shared Reading Routine to read pgs. 7-10 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What things did Richard Martin do to try to help animals? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. 	<ul style="list-style-type: none"> • TE pg. 219 <ul style="list-style-type: none"> • TE pg. 220 • Digital Options <ul style="list-style-type: none"> • TE pg. 220 • Student Writing <p><u>Resources:</u></p> <p>Lesson 2 - READING: Explain How Events Are Related:</p> <ul style="list-style-type: none"> • TE pg. 222 <ul style="list-style-type: none"> • TE pg. 222 <ul style="list-style-type: none"> • TE pg. 222 • <i>Superheroes</i> Chapter 2 <ul style="list-style-type: none"> • TE pg. 222 <i>Superheroes</i> pgs. 7-10 • Shared Reading Routine TR10-11 <ul style="list-style-type: none"> • TE pg. 222 <i>Superheroes</i> pgs. 7-10 • Think-Pair-Share Routine TR2-3 <ul style="list-style-type: none"> • TE pg. 223 <i>Superheroes</i> pgs. 7-10 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 <ul style="list-style-type: none"> • TE pgs. 223-224 • By-the-Way Words - bear-baiting, RSPCA • Benchmark Vocabulary - inherited, tenants, mistreated, cruelty
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Grade 5 Reading/Writing

Language Analysis:

- **Text Structure** - Display and complete Story Sequence A to see how the author structures the order of events.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Maintain Subject-Verb Agreement When Using Noun Phrases** - Display sentences from *Superheroes* to model agreement.

Set the Purpose:

- **Organize Ideas** - Explain that when researching biographical information, writers use a chronological and cause-effect structure. Display questions for scholars to consider.

Teach and Model:

- **Organize Ideas** - Display and read aloud excerpts from *Superheroes* to see how the writer applied the chronological structure throughout.

Prepare to Write:

- **Organize and Outline** - Display questions for scholars to consider when planning a structure for their essay. Teacher thinks aloud to model how the structure selected depends upon what biographical details the writer will focus on.

Independent Writing Practice:

- **Organize and Outline** - Scholars will use the structure they chose to create an outline for their essay.

Share Writing:

- Volunteers share their outline with a partner. Partners give feedback suggesting ways they can sharpen their focus or details on the outline.

Learning Opportunities/Strategies:

Lesson 3 - READING: Domain-Specific Vocabulary

Foundational Skills Mini-Lesson:

- Greek and Latin Roots

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 224 *Superheroes* pgs. 7-10
- Story Sequence A TR 37

Resources

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- Student Model

- TE pg. 229
- Teacher Think Aloud

- TE pg. 230
- Digital Options

- TE pg. 230
- Student Outline

Resources:

Lesson 3 - READING: Domain-Specific Vocabulary

- TE pg. 232

- TE pg. 232

Grade 5 Reading/Writing

<p>individuals and historical events are important to their understanding of a text. Scholars study how authors use domain-specific words and phrases to connect events.</p> <ul style="list-style-type: none"> • Engage Scholars - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text? • Read - Follow Shared Reading Routine to read pgs. 11-14 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: Why did Thomas Barnardo grow up to care so much about the welfare of the children? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Language Analysis:</p> <ul style="list-style-type: none"> • Domain-Specific Vocabulary - Informational texts use vocabulary specific to the topic. Discuss words: poverty, pronouncements. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 3 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Maintain Subject-Verb Agreement When Using Indefinite Pronouns - Display sentences from <i>Superheroes</i> to model agreement. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Use Quotations to Develop a Topic - Explain that writers use quotations to support or add interest to their topic. Display questions for scholars to follow when they consider using a quotation. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Use Quotations to Develop a Topic - Display and study a quotation from <i>Superheroes</i>. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Develop Informative/Explanatory Text with Quotations - Scholars review the introduction they 	<ul style="list-style-type: none"> • TE pg. 232 • TE pg. 232 <i>Superheroes</i> pgs.11-14 • Shared Reading Routine TR10-11 • TE pg. 232 <i>Superheroes</i> pgs.11-14 • Think-Pair-Share Routine TR2-3 • TE pg. 233 <i>Superheroes</i> pgs.11-14 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 33-34 • By-the-Way Words - Victorian, ragged school • Benchmark Vocabulary - missionary, poverty, destitute, affected • Benchmark Vocabulary Routine for Informational Text TR24-27 • Generative Vocabulary Chart TE 203-205 • TE pg. 234 • <i>Superheroes</i> pgs. 12-13 <p><u>Resources</u></p> <p>Lesson 3 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 241 • <i>Superheroes</i> • TE pg. 238 • TE pg. 238 • Student Model • TE pg. 239 • Teacher Think Aloud
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Grade 5 Reading/Writing

wrote in lesson 2 and select one or two strong quotations related to the topic. Teacher thinks aloud to select a quote and to put the quote into context to make it relevant.

Independent Writing Practice:

- **Develop Informative/Explanatory Text with Quotations** - Scholars select on or two quotations and incorporate them into their introduction.

Share Writing:

- Volunteers share their introduction with the class. The class provides feedback about the choice of quotations.

Learning Opportunities/Strategies:

Lesson 4 - READING: Find and Understand Key Details

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information. Scholars identify and explain key details used to support main points.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text?
- **Read** - Follow Shared Reading Routine to read pgs. 15-17 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why did Thomas Barnardo found foster families for the youngest children?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 240
- Student Writing Lesson 2
- Digital Options

- TE pg. 240
- Student Writing

Resources:

Lesson 4 - READING: Find and Understand Key Details

- TE pg. 242

- TE pg. 242

- TE pg. 242

- TE pg. 242
- *Superheroes* pgs. 15-17
- Shared Reading Routine TR10-11

- TE pg. 242
- *Superheroes* pgs. 15-17
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *Superheroes* pgs. 15-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 244
- Benchmark Vocabulary - frugally, ingenious, windswept
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

Grade 5 Reading/Writing

- **Locate Key Information** - Display and complete with class Web B graphic organizer to record key details and decide how they add up to convey a message.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Maintain Subject-Verb Agreement When Using Collective Nouns** - Display sentences from *Superheroes* to model agreement.

Set the Purpose:

- **Develop a Topic with Facts and Details** - Writers use facts and details to develop the topic of an informative/explanatory essay. Display elements that should be included in each paragraph.

Teach and Model:

- **Develop a Topic with Facts and Details** - To model this idea, use the paragraph on pg. 15 of *Superheroes*.

Prepare to Write:

- **Develop Informative/Explanatory Text with Facts and Details** - Scholars will collect more information about the person they are writing about. Display the questions for scholars to consider as they prepare to do research. Teacher models writing a topic sentence and supporting details.

Independent Writing Practice:

- **Develop Informative/Explanatory Text with Facts and Details** - Scholars incorporate the facts, details, and examples they have collected into their essay, revising their topic sentence and work with all the supporting details.

Share Writing:

- Volunteers share one of the paragraphs they have worked on with the class and explain what facts they added. The class provides feedback about the topic sentence as well as the details that support it.

Learning Opportunities/Strategies:

Lesson 5 - READING: Determine Point of View

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- TE pg. 244
- Web B TR45
- *Superheroes* pgs. 15-17

Resources

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248

- TE pg. 248
- *Superheroes* "A Terrible Tragedy" pg. 15

- TE pg. 249
- Teacher Modeled Writing
- Student Research

- TE pg. 250
- Student Writing Lesson 3
- Student Research
- Digital Options

- TE pg. 250
- Student Writing

Resources:

Lesson 5 - READING: Determine Point of View

- TE pg. 252

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars will read about an important historical leader and determine the point of view it represents by using quotations. • Engage Scholars - Essential Question: How does understanding the relationships between individuals and historical events help readers comprehend a text? • Read - Follow Shared Reading Routine to read pgs. 18-23 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: How did Raoul Wallenberg's life prepare him to help people during World War I? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Point of View - Explain that historical books are written in the third-person point of view. Use an excerpt to rewrite it in the first-person. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 5 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Maintain Subject-Verb Agreement When Using Special Nouns - Display sentences from <i>Superheroes</i> to model agreement. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Develop a Topic with Domain-Specific Vocabulary - Writers need to be aware of their audience's background knowledge and insert definitions or explanations. Display a description of domain-specific vocabulary. <p>Teach and Model:</p>	<ul style="list-style-type: none"> • TE pg. 252 • TE pg. 252 • TE pg. 252 • <i>Superheroes</i> pgs. 18-23 • Shared Reading Routine TR10-11 • TE pg. 252 • <i>Superheroes</i> pgs. 18-23 • Think-Pair-Share Routine TR2-3 • TE pg. 253 • <i>Superheroes</i> pgs. 18-23 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 253-254 • By-the-Way Words - Nazi • Benchmark Vocabulary - diplomat, persecution, deported • Benchmark Vocabulary Routine for Informational Text TR24-27 • Generative Vocabulary Chart TE 203-205 • TE pg. 254 • <i>Superheroes</i> "A Successful Partnership" pg. 20 <p><u>Resources</u></p> <p>Lesson 5 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg.261 • <i>Superheroes</i> • TE pg. 258
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Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Develop a Topic with Domain-Specific Vocabulary - Use the Student Model to show how to incorporate definitions into text. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Add Precise Language to Informative/Explanatory Text - Display guiding questions to consider as they prepare to use specialized vocabulary. Scholars make a list of domain-specific words related to their topic. Teacher thinks aloud to explain how to identify, define, and incorporate examples of domain-vocabulary into an essay. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Add Precise Language to Informative/Explanatory Text - Scholars add domain-specific vocabulary to their essay. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with the class. The class identifies the domain-specific words used in the essay and confirms that their meaning is clear. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 6 - READING: Explain How Ideas in a Text Are Related</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Suffixes -tion and -ion <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Readers understand the relationships between individuals and historical events are important to their understanding of a text. Scholars will explain how ideas, events, and individuals are related. • Engage Scholars - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text? • Read - Follow Shared Reading Routine to read pgs. 22-24 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What strategies did Raoul Wallenberg use to save people's lives? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine 	<ul style="list-style-type: none"> • TE pg. 259 • Student Model <ul style="list-style-type: none"> • TE pg. 259 • Teacher Think Aloud <ul style="list-style-type: none"> • TE pg. 260 • Student Informative Draft Essay • Digital Options <ul style="list-style-type: none"> • TE pg. 260 • Student Writing <p><u>Resources:</u></p> <p>Lesson 6 - READING: Explain How Ideas in a Text Are Related</p> <ul style="list-style-type: none"> • TE pg. 262 <ul style="list-style-type: none"> • TE pg. 262 <ul style="list-style-type: none"> • TE pg. 262 <ul style="list-style-type: none"> • TE pg. 262 • <i>Superheroes</i> pgs. 22-24 • Shared Reading Routine TR10-11 <ul style="list-style-type: none"> • TE pg. 262 • <i>Superheroes</i> pgs. 22-24 • Think-Pair-Share Routine TR2-3 <ul style="list-style-type: none"> • TE pg. 263 • <i>Superheroes</i> pgs. 22-24 • Whole Class Discussion Routine TR4-5
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Grade 5 Reading/Writing

asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relationships Between Historical People and Concepts** - Display and complete with class the T-Chart to make connections.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Maintain Subject-Verb Agreement in Inverted Sentences** - Display sentences from *Superheroes* to model agreement.

Set the Purpose:

- **Develop a Topic with Visuals and Text Features** - Writers use text features to clarify information. Display steps to guide scholars as they add text features to their essay.

Teach and Model:

- **Develop a Topic with Visuals and Text Features** - Display and read aloud excerpts from *Superheroes* to draw attention to the visuals and text features.

Prepare to Write:

- **Add Visuals and Text Features to Informative/Explanatory Text** - Display questions for a guide as scholars decide what visuals to add. Teacher thinks aloud to model the process of adding visuals to an essay. Teacher displays and lists the types of visuals and thinks aloud as he/she decides the type to include. Scholars will research to find visual elements.

Independent Writing Practice:

- **Add Visuals and Text Features to Informative/Explanatory Text** - Scholars divide their essay into parts and add relevant headings to explain key sections. They choose visual elements with captions to add to each page of the essay.

Share Writing:

- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - ghetto, humanitarians
- Benchmark Vocabulary - authorities, convince, campaign, sacrifice
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 264 T-Chart TR39
- *Superheroes* pgs. 2-3

Resources

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 271
- *Superheroes*
- TE pg. 268
- TE pg. 268
- *Superheroes* pgs. 22-24
- TE pg. 269
- Teacher Think Aloud
- TE pg. 270
- Student Informative Draft Essay
- Digital Options

Grade 5 Reading/Writing

- Volunteers share their work with the class. The class provides feedback about the visual elements used.

Learning Opportunities/Strategies:

Lesson 7 - READING: Explain Cause-Effect Relationships

Foundational Skills Mini-Lesson:

- **Suffix -ous**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars analyze cause-effect relationships in social movements.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text?
- **Read** - Follow Shared Reading Routine to read pgs. 25-31 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Do you think it was Rosa Parks's plan to get arrested that evening when she got on the bus?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Cause-Effect** - Display and complete with class the Cause-Effect organizer to record a chain of events when Rosa Parks refused to give up seat.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 270
- Student Writing

Resources

Lesson 7 - READING: Explain Cause-Effect Relationships

- TE pg. 272
- TE pg. 272
- TE pg. 272
- TE pg. 272
- *Superheroes* pgs. 25-31
- Shared Reading Routine TR10-11
- TE pg. 272
- *Superheroes* pgs. 25-31
- Think-Pair-Share Routine TR2-3

- TE pg. 273
- *Superheroes* pgs. 25-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 273-274
- By-the-Way Words - Jim Crow Laws, civil rights
- Benchmark Vocabulary - segregated, discrimination, privacy, protest
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 274 Cause-Effect TR32
- *Superheroes* - Rosa Parks

Resources

Lesson 7 - WRITING: Informative/Explanatory Writing

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Use Commas to Punctuate Items in a Series - Display excerpts from Superheroes to model items in a series. <p>Set the Purpose:</p> <ul style="list-style-type: none"> ● Use Transitions to Link Information - Display and discuss examples of types of transitional words. <p>Teach and Model:</p> <ul style="list-style-type: none"> ● Use Transitions to Link Information - Display and read aloud excerpts from Superheroes to show examples of the types of transitional words. <p>Prepare to Write:</p> <ul style="list-style-type: none"> ● Add Transitions to Informative/Explanatory Text - Display guiding questions for scholars to consider as they prepare to add transitions. Teacher models the process of adding transitions. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Add Transitions to Informative/Explanatory Text - Scholars insert appropriate transitions into their essay and remove or rewrite any passages that are unclear. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share their essays with the class. The class identifies and gives feedback on the transitions used. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 8 - READING: Analyze Main Ideas/Key Details</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Suffix -ous <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Readers understand the relationships between individuals and historical events are important to their understanding of a text. Scholars analyze the the main ideas and key details in <i>The Great Migration's</i> Introduction. ● Engage Scholars - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text? ● Read - Follow Shared Reading Routine to read pgs. 1-3 focusing on the text's meaning. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss: How does Jacob Lawrence's family's 	<ul style="list-style-type: none"> ● TE pg. 281 ● <i>Superheroes</i> <ul style="list-style-type: none"> ● TE pg. 278 ● List of Types of Transitional Words <ul style="list-style-type: none"> ● TE pg. 278 ● <i>Superheroes</i> "Mixed Reactions" pg. 30 <ul style="list-style-type: none"> ● TE pg. 279 ● Teacher Modeled Writing ● List of Types of Transitional Words <ul style="list-style-type: none"> ● TE pg. 280 ● Student Informative Draft Essay ● List of Types of Transitional Words ● Digital Options <ul style="list-style-type: none"> ● TE pg. 280 ● Student Writing <p><u>Resources</u></p> <p>Lesson 8 - READING: Analyze Main Ideas/Key Details</p> <ul style="list-style-type: none"> ● TE pg. 282 <ul style="list-style-type: none"> ● TE pg. 282 ● <i>The Great Migration</i> = Introduction <ul style="list-style-type: none"> ● TE pg. 282 <ul style="list-style-type: none"> ● TE pg. 282 ● <i>The Great Migration</i> pgs. 1-3 ● Shared Reading Routine TR10-11 <ul style="list-style-type: none"> ● TE pg. 282 ● <i>The Great Migration</i> pgs. 1-3
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Grade 5 Reading/Writing

experience relate to what was happening to other families in the United States?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea/Key Details** - Display and complete with class the Main Idea Chart to understand a main idea by looking at details.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Punctuating Items in a Series: Semicolons** - Display and read aloud excerpts from *The Great Migration* to model the use of semicolons.

Set the Purpose:

- **Develop a Conclusion** - Display the elements of a strong conclusion.

Teach and Model:

- **Develop a Conclusion** - Use the excerpt from *The Great Migration* to show a conclusion.

Prepare to Write:

- **Write a Conclusion** - Explain that a conclusion is the last chance to make a strong impression on the reader. Teacher models different approaches in writing a conclusion: summarize, pose a question, or quote a person connected to topic.

Independent Writing Practice:

- **Write a Conclusion** - Scholars complete their drafts and write a conclusion.

Share Writing:

- Volunteers present their conclusions to the class. The class identifies the method used to develop the conclusion.

- Think-Pair-Share Routine TR2-3

- TE pg. 283
- *The Great Migration* pgs. 1-3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 283-284
- By-the-Way Words - industrial, preparatory
- Benchmark Vocabulary - exodus, momentous, adversity
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 284 Main Idea Chart TR36
- *The Great Migration* pgs. 2-3

Resources

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 291
- *The Great Migration*

- TE pg. 288
- Anchor Chart - Elements of a Strong Conclusion

- TE pg. 288
- *The Great Migration* pg. 3

- TE pg. 289
- Teacher Modeled Writing

- TE pg. 290
- Student Draft Essay
- Digital Options

- TE pg. 290
- Student Writing
- Writing Keystone Checklist

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - READING: Analyze Descriptive Details

Foundational Skills Mini-Lesson:

- **Suffix -ous**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information. Scholars analyze descriptive details to determine the meaning of a text.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text?
- **Read** - Follow Shared Reading Routine to complete a first reading of *The Great Migration*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: If you lived at the time the author describes, would taking about The Great Migration have made you want to go north?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Descriptive Details** - Display and complete with class Web B to consider how illustrations work with descriptive text details.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Commas with Introductory Elements** - Display and read aloud excerpts from *The Great Migration* to show examples of introductory words, phrases, and clauses.

Set the Purpose:

Resources

Lesson 9 - READING: Analyze Descriptive Details

- TE pg. 292
- TE pg. 292
- TE pg. 292
- TE pg. 82
- *The Great Migration*
- Shared Reading Routine TR10-11
- TE pg. 292
- *The Great Migration*
- Think-Pair-Share Routine TR2-3
- TE pg. 293
- *The Great Migration*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Words - recruits, tenant farmers
- Benchmark Vocabulary - ravaged, barren
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 294
- *The Great Migration* pgs. 9 and 13
- Web B TR45

Resources

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 301
- *The Great Migration*

Grade 5 Reading/Writing

- **Compare and Contrast Visuals** - Remind scholars that text and images work together to create a mood or reveal an idea in a text. Scholars will examine each text's use of visuals to make meaningful connections between the two texts. Display questions for scholars to consider.

Teach and Model:

- **Compare and Contrast Visuals** - Display and complete Venn Diagram to compare the images in both texts. Display questions to guide scholars as they compare and contrast.

Prepare to Write:

- **Write a Compare and Contrast Essay** - Explain to scholars the two ways to organize a compare/contrast essay: Point-by-Point and Block. Display a list of transitions. Teacher models using transitions in an essay.

Independent Writing Practice:

- **Write a Compare and Contrast Essay** - Scholars write an essay to compare and contrast visuals in *Superheroes* and *The Great Migration*.

Share Writing:

- Volunteers share their writing with the class. The class identifies when transitions, introductory elements, and a point-by-point or block structure were used in the essay.

Learning Opportunities/Strategies:

Lesson 10 - READING: Compare Multiple Accounts of An Event

Foundational Skills Mini-Lesson:

- **Suffixes** *-tion, -ion, -ous*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals and historical events are important to their understanding of a text. Scholars will see how different interpretations of the same event can be presented by the based upon who is describing the event.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text?
- **Read** - Follow Shared Reading Routine to read pgs. 24-47 focusing on the text's meaning.

- TE pg. 298
- *Superheroes*
- *The Great Migration*

- TE pg. 298
- *Superheroes*
- *The Great Migration*

- TE pg. 299
- Teacher Modeled Writing
- *Superheroes*
- *The Great Migration*
- List of Transitions

- TE pg. 300
- *Superheroes*
- *The Great Migration*
- List of Transitions

- TE pg. 300
- Student Writing

Resources

Lesson 10 - READING: Compare Multiple Accounts of An Event

- TE pg. 302

- TE pg. 302

- TE pg. 302

- TE pg. 302
- *The Great Migration* pgs. 24-47
- Shared Reading Routine TR10-11

Grade 5 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do the challenges faced in northern cities compared to the situation in the South?
- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Multiple Accounts** - Display and complete with class the Compare/Contrast Chart.

Learning Opportunities/Strategies:

Lesson 10 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Commas with Yes or No** - Display and read aloud excerpts from *The Great Migration* to show examples of introductory expressions.

Set the Purpose:

- **Research a Topic** - Scholars will research an inspirational person from the unit. They will find at least three different types of sources related to the person. Display questions for scholars to consider for their research.

Teach and Model:

- **Research a Topic** - Use excerpts to show the difference between a primary and a secondary source of research. Display and list examples of primary and secondary sources.

Prepare to Write:

- **Take Notes on Research** - Scholars will begin researching an inspirational person from the unit. They will record notes. Teacher thinks aloud to model the process: Brainstorm a potential subject, look for primary and secondary sources, and choose the person.

Independent Writing Practice:

- **Take Notes on Research** - Scholars will take notes on an inspirational person from the unit.

- TE pg. 302
- *The Great Migration* pgs. 24-47
- Think-Pair-Share Routine TR2-3

- TE pg. 303
- *The Great Migration* pgs. 24-47
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 203-204
- By-the-Way Words - quarters
- Benchmark Vocabulary - agents, confined
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 304 Compare/Contrast Chart TR33
- *The Great Migration* pg. 44

Resources

Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 311
- *The Great Migration*

- TE pg. 308
- Inspirational Person from Unit
- Research Sources

- TE pg. 308
- Harriet Tubman excerpts
- List of Primary and Secondary Sources

- TE pg. 309
- Teacher Think Aloud

- TE pg. 310
- Research Sources
- Digital Options

Grade 5 Reading/Writing

Share Writing:

- Volunteers share their research with the class. The class rates the sources in terms of their usefulness.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare and Contrast Structure

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars will compare/contrast structures in both texts.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text?
- **Read** - Follow Shared Reading Routine as to review *Superheroes* and *The Great Migration* to identify similarities and differences of texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do personal narratives and objective facts combine in the retelling of historical events?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare/Contrast Structures** - Display and complete with class the Story Sequence B Chart to record how an author organizes ideas and information.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Commas with Tag Questions** - Display sentences to show examples of tag questions.

- TE pg. 310
- Student Research

Resources

Lesson 11 - READING: Compare and Contrast Structure

- TE pg. 312
- TE pg. 312
- *Superheroes* and *The Great Migration*

- TE pg. 312

- TE pg. 312
- *Superheroes* and *The Great Migration*
- Shared Reading Routine TR10-11

- TE pg. 312
- *Superheroes* and *The Great Migration*
- Think-Pair-Share Routine TR2-3

- TE pg. 313
- *Superheroes* and *The Great Migration*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 314
- Benchmark Vocabulary - mistreated, affected, exodus
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 314
- *Superheroes* (Rosa Parks)
- Story Sequence B Chart

Resources

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 321

Grade 5 Reading/Writing

<p>Set the Purpose:</p> <ul style="list-style-type: none"> ● Evaluate Sources - Explain that not all sources are trustworthy. Display questions for scholars to review as they evaluate sources. <p>Teach and Model:</p> <ul style="list-style-type: none"> ● Evaluate Sources - Use Student Model for scholars to understand that a reliable source is one with a credible author and valid information. <p>Prepare to Write:</p> <ul style="list-style-type: none"> ● Evaluate Sources for a Research Paper - Scholars review their notes from Lesson 10 to write a report evaluating sources and creating a Works Cited page. Teacher uses Rosa Parks to model the process of using credible, relevant, and accurate sources as well as presenting multiple perspectives. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Evaluate Sources for a Research Paper - Scholars evaluate sources, include different aspects of the topic, verify facts, and write an evaluation of their sources with a Works Cited list. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share their evaluations aloud with the class. The class identifies the most and least trustworthy sources, giving their reasoning. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 12 - READING: Key Details Support Main Ideas</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Compound Words <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Readers understand the relationships between individuals and historical events are important to their understanding of a text. Scholars will understand the way key details support main ideas in the text. ● Engage Scholars - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text? ● Read - Follow Shared Reading Routine to complete a first reading of <i>Angel Island</i> pgs. 99-102 focusing on understanding the way key details support main ideas in a text. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss: How did Angel Island get its name? 	<ul style="list-style-type: none"> ● TE pg. 318 <ul style="list-style-type: none"> ● TE pg. 318 ● Student Model <ul style="list-style-type: none"> ● TE pg. 319 ● Student's Writing Lesson 10 <ul style="list-style-type: none"> ● TE pg. 320 ● Student's Writing Lesson 10 ● Digital Options <ul style="list-style-type: none"> ● TE pg. 320 ● Student Writing <p><u>Resources</u></p> <p>Lesson 12 - READING: Key Details Support Main Ideas</p> <ul style="list-style-type: none"> ● TE pg. 322 <ul style="list-style-type: none"> ● TE pg. 322 <ul style="list-style-type: none"> ● TE pg. 322 <ul style="list-style-type: none"> ● TE pg. 322 ● <i>Angel Island</i> 99-102 Text Collection ● Shared Reading Routine TR10-11 <ul style="list-style-type: none"> ● TE pg. 322 ● <i>Angel Island</i> 99-102 Text Collection ● Think-Pair-Share Routine TR2-3
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Grade 5 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea/Key Details** - Display and complete with class the Main Idea Chart to record key details to use them to figure out the main idea.

Learning Opportunities/Strategies:

Lesson 12 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Commas to Indicate Direct Address** - Display and read aloud excerpts from *Angel Island* to show examples of introductory expressions.

Set the Purpose:

- **Plan an Informative Presentation** - Scholars will plan and present an informative presentation that conveys information on a topic with text features and multimedia components. Display questions scholars will consider as they study presentation elements.

Teach and Model:

- **Plan an Informative Presentation** - Use the excerpts from *Angel Island* to show the heading, map, and caption.

Prepare to Write:

- **Use Research to Plan an Informative Presentation** - Explain that text features and visual can help an audience understand a topic. Teacher will think aloud to model the process of selecting text features, visuals and multimedia, and writing captions/labels.

Independent Writing Practice:

- **Use Research to Plan an Informative Presentation** - Scholars plan an informative presentation about the person they researched in Lesson 10.

Share Writing:

- Volunteers share their plans with the class. The class discusses the organization, text features, and

- TE pg. 323
- *Angel Island* 99-102 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 324
- Benchmark Vocabulary - guardian
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 324
- Main Idea Chart TR36
- *Angel Island* 99-102 Text Collection

Resources

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 331
- *Angel Island* Text Collection

- TE pg. 328

- TE pg. 328
- *Angel Island* pg. 100 Text Collection

- TE pg. 329
- Teacher Think Aloud

- TE pg. 330
- Student Writing Lesson 10
- Digital Options

- TE pg. 130
- Student Writing

Grade 5 Reading/Writing

multimedia components of each proposed presentation.

Learning Opportunities/Strategies:

Lesson 13 - READING: Identify Evidence That Supports a Point

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information. Scholars identify evidence to support a point.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend a text?
- **Read** - Follow Shared Reading Routine to read pgs. 103-105 in *Angel Island* focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What evidence in the text supports the point that it was hard for many Chinese people to be successful gold miners?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Reasons/Evidence** - Display and complete with class the Three-Column Chart to a main point and evidence to support it.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Underline Titles of Works** - Display and read aloud excerpts to show titles of long works are underlines.

Resources

Lesson 13 - READING: Identify Evidence That Supports a Point

- TE pg. 332
- TE pg. 332
- TE pg. 332
- TE pg. 332
- *Angel Island* pgs. 103-105 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 332
- *Angel Island* pgs. 103-105 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *Angel Island* pgs. 103-105 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- By-the-Way Words - transcontinental
- Benchmark Vocabulary - discrimination
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 334
- Three-Column Chart TR40
- *Angel Island* Text Collection

Resources

Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 341
- Excerpts

Grade 5 Reading/Writing

Set the Purpose:

- **Draft an Informative Presentation** - Scholars will write a draft of their informative presentation. Display questions and a list of techniques for adding interest to a presentation for scholars to keep in mind as they prepare their draft.

Teach and Model:

- **Draft an Informative Presentation** - Use excerpt from *Angel Island* to show the use of descriptions, details, quotations, and examples.

Prepare to Write:

- **Draft a Presentation** - Scholars work on their drafts. Display and review the list of strategies to help scholars draft. Teacher thinks aloud to model how to pair images with related texts.

Independent Writing Practice:

- **Draft a Presentation** - Scholars draft slides of their presentation reviewing their Lesson 12 plans.

Share Writing:

- Volunteers read their drafts with the class. The class identifies the most interesting facts and details in the draft.

Learning Opportunities/Strategies:

Lesson 14 - READING: Key Details Support Main Ideas

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information. Writers support main ideas with key details.
- **Engage Scholars** - Preview heading, ponder who and why would say something so discriminatory, and summarize text so far. Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend?
- **Read** - Use the Shared Reading Routine to complete a first reading of *Angel Island* focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: According to the text, how were Chinese people persecuted in the United States?

- TE pg. 338

- TE pg. 338
- *Angel Island* pg. 103 Text Collection

- TE pg. 339
- Teacher Think Aloud

- TE pg. 340
- Student Writing Lesson 12 Plans
- Digital Options

- TE pg. 340
- Student Draft

Resources

Lesson 14 - READING: Key Details Support Main Ideas

- TE pg. 342

- TE pg. 342

- TE pg. 342
- *Angel Island* pgs. 103-105 and 106-107 Text Collection

- TE pg. 342
- *Angel Island* pgs. 106-107 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 342
- *Angel Island* pgs. 106-107 Text Collection
- Think-Pair-Share Routine TR2-3

Grade 5 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Craft/Structure** - Teacher discusses how the author uses text structure in *Angel Island*.

Learning Opportunities/Strategies:

Lesson 14 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Italics for Titles of Works** - Display and read aloud excerpts to show that titles can be italicized as well as underlined.

Set the Purpose:

- **Revise or Rewrite a an Informative Presentation** - Scholars will edit their presentation from Lesson 13. Teacher reminds scholars to review word choice, transitions, and quotations.

Teach and Model:

- **Revise or Rewrite an Informative Presentation** - Use excerpts from *Angel Island* to show techniques writers use (e.g., primary sources, figurative language, transitions).

Prepare to Write:

- **Revise or Rewrite to Incorporate Feedback** - Remind scholars to edit their presentation to ensure effective organization, word choice, and use of visuals. Scholars will peer review each other's drafts. Teacher models how to participate in a peer review of visuals and formatting using an excerpt for *Angel Island*.

Independent Writing Practice:

- **Revise or Rewrite to Incorporate Feedback** - Scholars review each other's drafts taking notes of the feedback they receive. Provide scholars with a list of questions to use during peer editing. Then scholars revise or rewrite parts of their presentation to add visuals and improve word choice based on their partner's feedback.

- TE pg. 343
- *Angel Island* pgs. 106-107 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 344
- Benchmark Vocabulary - quotas, persecution
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 344
- *Angel Island* pgs. 106-107 Text Collection

Resources

Lesson 14 - WRITING:Informative/Explanatory Writing

- TE pg. 351
- Excerpts

- TE pg. 348
- Student Writing Lesson 13

- TE pg. 348
- *Angel Island* pg. 118 Text Collection

- TE pg. 349
- Teacher Think Aloud
- *Angel Island* Excerpt

- TE pg. 350
- Anchor Chart (Peer Review Questions)
- Student Draft Presentation
- Digital Options

Grade 5 Reading/Writing

Share Writing:

- Volunteers share their revisions or rewrites with the class. The class points to effective words, transitions, quotes, and visuals.

Learning Opportunities/Strategies:

Lesson 15 - READING: Analyze Interactions

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the relationships between individuals and historical events are important to their understanding of a text. Scholars use details to understand interactions in a text.
- **Engage Scholars** - Preview headings, photos, captions on pgs. 108-113 and summarize events pgs. 106-107. Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend?
- **Read** - Follow Shared Reading Routine to read *Angel Island* pgs. 108-113 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How did people hide coaching papers?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Interactions** - Display and complete with class the Story Sequence A Chart to list and analyze interaction events and people.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 150
- Student Writing

Resources

Lesson 15 - READING: Analyze Interactions

- TE pg. T352
- TE pg. 352
- TE pg. 352
- *Angel Island* pgs. 106-107 and 108-113 Text Collection
- TE pg. 352
- *Angel Island* pgs. 108-113 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 352
- *Angel Island* pgs. 108-113 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 353
- *Angel Island* pgs. 108-113 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 354
- Benchmark Vocabulary -
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 354
- Story Sequence A Chart
- *Angel Island* pg. 108 Text Collection

Resources

Lesson 15 - WRITING: Informative/Explanatory Writing

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Italics for Titles of Works - Display and read aloud excerpts to show that titles of short works are enclosed with quotations. <p>Set the Purpose:</p> <ul style="list-style-type: none"> ● Edit and Proofread an Informative Presentation - Scholars will check for errors in grammar, capitalization, punctuation, and spelling. <p>Teach and Model:</p> <ul style="list-style-type: none"> ● Edit and Proofread an Informative Presentation - Teacher thinks aloud to model how to proofread. Display questions to guide scholars as they begin to edit and proofread. Use excerpt to model editing. <p>Prepare to Write:</p> <ul style="list-style-type: none"> ● Peer Review - Provide checklist for scholars to reference while editing. Review each item on the checklist. Model an example of how scholars should not rely on spellcheck. Scholars peer edit. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Peer Review - Scholars conduct a peer review with their partner. They use a dictionary to verify spelling. Provide scholars with checklist. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers present examples of corrections made during peer editing. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 16 - READING: Analyze Word Choice</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Prefixes <i>pre-</i>, <i>re-</i> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars see how word choice and details support key ideas. <p>Explore Poetry:</p> <ul style="list-style-type: none"> ● Scholars read and discuss poem. ● Engage Scholars - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend? ● Read - Follow Shared Reading Routine to read <i>Angel Island</i> pgs. 114-121 focusing on meaning. 	<ul style="list-style-type: none"> ● TE pg. 361 ● Excerpts ● TE pg. 358 ● Anchor Chart ● TE pg. 358 ● Excerpt ● TE pg. 359 ● Checklist ● Teacher Modeling Spellcheck ● TE pg. 360 ● Checklist ● Student Writing ● Digital Options ● TE pg. 360 ● Student Writing <p><u>Resources</u></p> <p>Lesson 16 - READING: Analyze Word Choice</p> <ul style="list-style-type: none"> ● TE pg. 362 ● TE pg. 362 ● TE pg. 362 <i>Random Thoughts Deep at Night</i> pg. 127 Text Collection ● TE pg. 362 ● TE pg. 362 ● <i>Angel Island</i> pgs. 112-121 Text Collection ● Shared Reading Routine TR10-11
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Grade 5 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did Chinese people at Angel Island do to pass the time?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Figurative Language** - Display and complete the Three-Column Chart to see how an author uses figurative language.

Learning Opportunities/Strategies:

Lesson 16 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Titles of Works** - Display and read aloud excerpts to review titles of works.

Set the Purpose:

- **Publish and Present an Informative Presentation** - Scholars will publish the presentation they developed in Lessons 12-15 and will use it to deliver a presentation to the class. Display questions scholars will consider before they give their presentation.

Teach and Model:

- **Publish and Present an Informative Presentation** - Teacher uses an excerpt to model how someone could use information from *Angel Island* to create a presentation.

Prepare to Publish:

- **Publish and Present Information** - Scholars will use their published article to deliver a presentation to the class. Scholars will make a clean copy of their draft and use questions as a guide to highlight the main ideas and key points to include in their presentation. Teacher reminds scholars to review the order of their ideas, include relevant facts/details, and practice to ensure a polished delivery.

- TE pg. 362
- *Angel Island* pgs. 112-121 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 363
- *Angel Island* pgs. 112-121 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 363-364
- By-the-Way Words - rallied
- Benchmark Vocabulary - accompanied, withheld, sacrifices
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 364 Three-Column Chart
- *Angel Island* pg. 115 Text Collection

Resources

Lesson 16 - WRITING:Informative/Explanatory Writing

- TE pg. 371
- Excerpts

- TE pg. 368
- Student Writing Lessons 12-15

- TE pg. 368
- *Angel Island* pg. 118

- TE pg. 369
- Student Writing Lessons 12-15

Grade 5 Reading/Writing

Independent Writing Practice:

- **Publish and Present Information** - Scholars prepare their informational presentations using their work from Lessons 12-15.

Share Writing:

- Scholars give their presentations in front of the class. The class summarizes the points in each presentation.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Structure and Its Effects in Texts

Foundational Skills Mini-Lesson:

- **Prefixes *pre-*, *re-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars will learn how writers use structure and tone to convey ideas and information.
- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend?
- **Read** - Review both texts identifying similarities and differences between the texts' structure.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How do interactions between individuals add up to create social movement?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Structure/Tone** - Display and complete with class the Venn Diagram to compare and contrast the tone of both texts.

- TE pg. 370
- Student Writing Lessons 12-15
- Digital Options

- TE pg. 370
- Student Presentations

Resources

Lesson 17 - READING: Compare and Contrast Structure and Its Effects in Texts

- TE pg. 372

- TE pg. 372

- TE pg. 372
- *Superheroes and Angel Island*

- TE pg. 372
- *Superheroes and Angel Island*
- Shared Reading Routine TR10-11

- TE pg. 372
- *Superheroes and Angel Island*
- Think-Pair-Share Routine TR2-3

- TE pg. 373
- *Superheroes and Angel Island*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 374
- Benchmark Vocabulary - discrimination, persecution sacrifices
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 374
- Venn Diagram TR 43
- *Superheroes and Angel Island*

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Spelling Correctly** - Provide a list of grade-appropriate words that are frequently misspelled.

Set the Purpose:

- **Analyze Reasons and Evidence** - Explain that to support points, writers use reasons and evidence, such as facts and examples. Display questions for scholars to consider.

Teach and Model:

- **Analyze Reasons and Evidence** - Teacher displays excerpts to identify key words or ideas writers repeat when including evidence.

Prepare to Write:

- **Write an Analysis Essay** - Scholars will evaluate Jacob Lawrence's reasons and evidence in the introduction of *The Great Migration*. Display questions for scholars to consider. Display steps to guide scholars in their evaluation of reasons and evidence.

Independent Writing Practice:

- **Write an Analysis Essay** - Scholars take notes and write an analysis essay that evaluates how the author uses reasons and evidence to support points in the introduction of *The Great Migration*.

Share Writing:

- Volunteers read their analysis essay to the class. The class discusses each analysis and draws conclusions about how effectively the author of *The Great Migration* used reasons and evidence.

Learning Opportunities/Strategies:

Lesson 18 - READING: Integrate Information Across Texts

Foundational Skills Mini-Lesson:

- **Prefixes** *pre-*, *re-*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that social movements are produced by a unique combination of leadership and events. Scholars will gather information from all three texts to speak about one topic.

Resources

Lesson 17 - WRITING: Informative/Explanatory Writing

- TE pg. 381
- TE pg. 378
- TE pg. 378
- *The Great Migration*
- TE pg. 379
- *The Great Migration* - Introduction
- TE pg. 380
- *The Great Migration* - Introduction
- Digital Options
- TE pg. 380
- Student Writing

Resources

Lesson 18 - READING: Integrate Information Across Texts

- TE pg. 382
- TE pg. 382
- *Superheroes*, *The Great Migration*, and *Angel Island*

Grade 5 Reading/Writing

- **Engage Scholars** - Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend?
- **Read** - Review the texts to identify key ideas and supporting details to prepare for discussion.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: Which text best demonstrates the importance of courage?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Integrate Information Across Texts** - Display and complete with class Web A to record how the same idea is explored in different texts.

Learning Opportunities/Strategies:

Lesson 18 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verifying Spelling** - Remind scholars that spellcheck does not catch every error. Display sentences to show examples of how homophones can affect spelling.

Set the Purpose:

- **Compare and Contrast Texts** - Scholars will compare and contrast by analyzing details in two texts. Display questions for scholars to consider as they compare and contrast texts.

Teach and Model:

- **Compare and Contrast Texts** - Display excerpts from *The Great Migration* and *Angel Island* to help scholars identify the topic and key details/images. Display and complete a Venn Diagram with class to list one similarity and one difference in the two texts.

Prepare to Write:

- **Write an Informative/Explanatory Text** - Scholars will identify and analyze key details in *The Great Migration* and *Angel Island* to write an essay

- TE pg. 382
- TE pg. 382
- *Superheroes, The Great Migration, and Angel Island*
- TE pg. 182
- *Superheroes, The Great Migration, and Angel Island*
- Think-Pair-Share Routine TR2-3

- TE pg. 183 *Superheroes, The Great Migration, and Angel Island*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 184
- Benchmark Vocabulary - momentous, adversity, authorities
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 184 *Superheroes, The Great Migration, and Angel Island*
- Web A TR44

Resources

Lesson 18 - WRITING:Informative/Explanatory Writing

- TE pg. 391

- TE pg. 388

- TE pg. 388
- *The Great Migration* pgs. 4-9

- TE pg. 389
- Teacher Think Aloud
- *The Great Migration and Angel Island*

Grade 5 Reading/Writing

comparing and contrasting the migration experience. Teacher thinks aloud to model how to identify/analyze details, introduce and develop topic, use transitions, and write a conclusion.

Independent Writing Practice:

- **Write an Informative/Explanatory Text** - Scholars draft an essay comparing and contrasting how *The Great Migration* and *Angel Island* present the migration experience.

Share Writing:

- Volunteers present their essay to the class. The class identifies the similarities and differences in how the texts address the topic.

Learning Opportunities/Strategies:

Performance-Based Assessment

Informative/Explanatory Task: Write About Courage -

Scholars will write a brief essay to explain the courage exhibited by one of the people in *Real-Life Superheroes*.

- **Scholars will:**
 - introduce and describe the person they have chosen to write about.
 - use facts, definitions, details, and quotations to explain how this person showed courage.
 - use transitions, such as *however*, *although*, *nevertheless*, *similarly*, *moreover*, and *in addition*.
 - provide a conclusion.
 - include graphics or visuals to enhance comprehension.

Prepare:

- **Review** - Discuss Essential Questions: How does understanding the relationships between individuals and historical events help readers comprehend?
- **Revisit the Text** - Remind scholars that in *Superheroes* the author describes four individuals whose actions made positive changes in the world. Display excerpt to show how the author used facts and examples to explain the impact that each person had on history, as well as transitions to show the relationships between events and ideas. Scholars will introduce and describe a courageous person that they read about in *Superheroes*. They will use the following: visuals, charts, illustrations, definitions, quotations from the text to support their writing. Teacher displays a list of transitions that will help to group information logically. A Main Idea Chart will help to organize writing.
- **Create:** Scholars use their Main Idea Chart to state their topic and choose three main ideas to build their

- TE pg. 390
- *The Great Migration* and *Angel Island*
- Digital Options

- TE pg. 390
- Student Writing
- Writing Keystone Checklist

Resources

Performance-Based Assessment

- TE pg. 392
- Student Reproducible pg. 396

- TE pg. 393
- *Superheroes* pg. 30
- *Superheroes*
- List of Transitions
- Main Idea Chart TR36

- TE pg. 394
- note-taking paper

Grade 5 Reading/Writing

<p>essays around. They will consult research to look for visuals, facts, details, definitions, examples, quotations to support ideas. Then they will develop an outline and draft essay including transitions and appropriate domain-specific vocabulary.</p> <ul style="list-style-type: none">● Score Writing: Use Informative/Explanatory Writing Rubric● Present: Follow suggestions for scholars to share their writing with the class or with a group.● Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.	<ul style="list-style-type: none">● Main Idea Chart TR36● Pencils● <i>Superheroes</i>● Research Sources● Digital Options <ul style="list-style-type: none">● TE pg. 397● TE pg. 398● TE pg. 399		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal - Prompts for Writing in Response to Reading	Reader's & Writer's Journal - Prompts for Writing in Response to Reading	Reader's & Writer's Journal - Prompts for Writing in Response to Reading	Reader's & Writer's Journal - Prompts for Writing in Response to Reading
Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference to discuss self-selected books● Reading Analysis Extension Mini-Lesson	Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference to discuss self-selected books● Reading Analysis Extension Mini-Lesson	Small Group Options: <ul style="list-style-type: none">● Guided Reading● Guided Writing● Conference to discuss self-selected books● Reading Analysis Support Mini-Lesson	Small Group Options: <ul style="list-style-type: none">● Guided Reading● Guided Writing● Conference to discuss self-selected books● Reading Analysis Support Mini-Lesson
Realize Online Platform <ul style="list-style-type: none">● Games● Texts● Write Books - TikaTok	Realize Online Platform <ul style="list-style-type: none">● Games● Texts● Write Books - TikaTok	Realize Online Platform <ul style="list-style-type: none">● Games● Texts	Realize Online Platform <ul style="list-style-type: none">● Games● Texts
Sleuth - Additional Close Reading Practice	Sleuth - Additional Close Reading Practice	Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Performance-Based Assessment Lesson	Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Performance-Based Assessment Lesson
Additional Independent Reading - Text Club Routine TR24-27	Additional Independent Reading - Text Club Routine TR24-27	Scaffolded Instruction - Strategic Support	Scaffolded Instruction - English Language Learners
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	If...then...Quick Check	If...then...Quick Check
		ReadyUp! Intervention	ReadyUp! Intervention
		Support with Content <ul style="list-style-type: none">● Visuals● Realia	Support with Content <ul style="list-style-type: none">● Visuals● Realia

Grade 5 Reading/Writing

		<ul style="list-style-type: none"> • Break Directions Down Into Steps 	<ul style="list-style-type: none"> • Break Directions Down Into Steps • Gestures
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Unit Three: Understanding the Universe - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.A.** Read on-level with purpose and understanding.
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

Grade 5 Reading/Writing

- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.NW.5.3.A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.5.3.B.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.NW.5.3.C.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **W.NW.5.3.D.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.5.3.E.** Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose, and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Mathematics

- **5.NBT.A** Understand the place value system.

Grade 5 Reading/Writing

NJSLS Science

- **5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen.
- **5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- **5-PS1-3.** Make observations and measurements to identify materials based on their properties.
- **5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- **5-ESS2-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- **5-ESS2-2.** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- **5-PS2-1.** Support an argument that the gravitational force exerted by Earth on objects is directed down.
- **5-ESS1-1.** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- **5-ESS1-2.** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2** - Identify how you might like to earn an income.
- **9.2.5.CAP.3** - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.1** - Explain the need for and use of copyrights.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.DC.6** - Compare and contrast how digital tools have changed social interactions.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Central Idea / Enduring Understanding:

- Readers understand that a series of chapters and sections fit together to provide the basic structure of a text.
- Writers understand that narratives should be clearly developed and organized to fit the task, purpose, and audience.
- Learners understand that the universe is a complex place.

Essential/Guiding Question:

How do readers use chapters and sections to understand the structure of a text?

How do writers create a developed and focused narrative?

Content (Goals):

- Readers will use a text's chapters and sections to explain its structure.
- Writers will create a narrative that is clearly developed and focused on the task, purpose, and audience.

Skills(Objectives):

Reading

- Compare and Contrast Characters
- Point of View
- Fitting Narrative Pieces Together
- Compare and Contrast Events
- Conflict

Grade 5 Reading/Writing

- Learners will use literary and informational texts to understand various complexities about the universe.

Text Complexity Measures - TR48 - TR57

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

- Compare and Contrast Settings
- Visual Elements
- Theme
- Main Idea and Key Details
- Cause-Effect Relationships
- Compare and Contrast Theme

Writing

- Write to Establish a Situation
- Write From a Third=Person Limited Point of View
- Write a Character Sketch
- Plan a Sequence of Events
- Adjust Pacing to Develop Events
- Write Dialogue
- Write to Develop Conflict
- Write to Develop Setting
- Write to Develop Theme and Resolution
- Write a Narrative
- Expand and Revise a Draft
- Plan a Narrative
- Draft a Narrative
- Conduct a Peer Review
- Edit a Draft
- Give an Oral Presentation
- Research a Person
- Fictional Journal Entry

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Narrative Task:** Write a Science Fiction Story - Using *George's Secret Key to the Universe* and *Mayday on Moon and Jupiter* as models, scholars will write a science fiction story.
- **Scholars will:**
 - establish a situation and introduce a narrator and/or characters.
 - use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - use narrative techniques such as dialogue, description, and pacing to develop the story.
 - use concrete words and phrases and sensory details to convey experiences and events.
 - provide a conclusion.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Grade 5 Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Compare and Contrast Characters

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that narratives should be clearly developed and organized to fit the task, purpose, and audience. Scholars compare and contrast characters.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 1-3 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Was it a good idea for George to follow Freddy next door?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Display and complete with class the venn Diagram to look for similarities and differences in the characters.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Common and Proper Nouns** - Display excerpts to discuss common and proper nouns.

Set the Purpose:

Resources:

Lesson 1 - READING: Compare and Contrast Characters

- TE pg. 12
- TE pg. 12
- TE pg. 12
- TE pg. 12 *George's Secret Key to the Universe* Chapters 1-3
- Shared Reading Routine TR10-11
- TE pg. 12 *George's Secret Key to the Universe* Chapters 1-3
- Think-Pair-Share Routine TR2-3
- TE pg. 13 *George's Secret Key to the Universe* Chapters 1-3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Words - rampage, semidarkness
- Benchmark Vocabulary - illusion, indignant, destructive, persisted
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 14
- Venn Diagram TR43
- *George's Secret Key to the Universe* pg. 3 and 15

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg. 21
- *George's Secret Key to the Universe*

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Establish a Situation - Display and share with scholars the elements of science fiction genre. <p>Teach and Model:</p> <ul style="list-style-type: none"> ● Establish a Situation - Display excerpts to show how a writer introduces the main character, establishes a narrator, and describes the setting. <p>Prepare to Write:</p> <ul style="list-style-type: none"> ● Write to Establish a Situation - Display questions to guide scholars as they begin to establish the situation for their science fiction narrative. Teacher thinks aloud to model strategies for establishing the situation and considering the audience and purpose. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Write to Establish a Situation - Scholars freewrite for 15 minutes to begin their narrative. They should write all the ideas that come into their mind. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share their story ideas with the class. The class identifies main characters and summarizes the situation. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 2 - READING: Point of View Influences Events</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Endings -s, -ed, -ing <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Scholars determine the narrator's point of view. ● Explore Poetry - Read and discuss poem. ● Engage Scholars - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative? ● Read - Follow Shared Reading Routine to read Chapters 4-6 focusing on what the text is about. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss: What do you think of Dr. Reeper, and why? <p>Close Read:</p>	<ul style="list-style-type: none"> ● TE pg. 18 ● TE pg. 18 ● <i>George's Secret Key to the Universe</i> pgs. 1-2 ● TE pg. 19 ● Teacher Think Aloud ● TE pg. 20 ● Digital Options ● TE pg. 20 ● Student Writing <p><u>Resources:</u></p> <p>Lesson 2 - READING: Point of View Influences Event</p> <ul style="list-style-type: none"> ● TE pg. 22 ● TE pg. 22 ● TE pg. 22 <i>The Sun</i> pgs. 58-59 ● TE pg. 22 ● TE pg. 22 <i>George's Secret Key to the Universe</i> Chapters 4-6 ● Shared Reading Routine TR10-11 ● TE pg. 22 <i>George's Secret Key to the Universe</i> Chapters 4-6 ● Think-Pair-Share Routine TR2-3
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Grade 5 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Point of View** - Display and complete with class the Three-Column Chart to chart George's actions, thoughts, and feelings.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Concrete and Abstract Nouns** - Display excerpts to discuss common and proper nouns.

Set the Purpose:

- **Establish a Narrator's Point of View** - Explain that a narrator's point of view affects readers' interpretations of events. Display and review the three most commonly used points of views: First Person, Third Person Limited, and Third Person Omniscient.

Teach and Model:

- **Establish a Narrator's Point of View** - Display excerpts to discuss aspects of the narration.

Prepare to Write:

- **Write from a Third-Person Limited Point of View** - Scholars will add to their freewrite from Lesson 1 by using a third-person limited point of view for one character's thoughts and feelings about a situation. All other characters will be described from the character's point of view. Display questions for scholars to consider as they prepare to write. Teacher models writing by choosing the right words and considers the pacing.

Independent Writing Practice:

- **Write from a Third-Person Limited Point of View** - Scholars add to their freewrite from Lesson 1 using a third-person limited point of view to explain the main character's thoughts and feelings, and motivations.

- TE pg. 23 *George's Secret Key to the Universe* Chapters 4-6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - particles, atom
- Benchmark Vocabulary - offended, enlightenment, inquiry, fusion
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 24 Three-Column Chart TR40
- *George's Secret Key to the Universe* pg. 37

Resources

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31
- *George's Secret Key to the Universe*
- TE pg. 28
- TE pg. 28
- *George's Secret Key to the Universe* pgs. 40-42
- TE pg. 28
- Teacher Modeled Writing
- TE pg. 29
- Student's Freewrite Lesson 1
- Digital Options

Grade 5 Reading/Writing

Share Writing:

- Volunteers share their writing with the class. The class identifies the main character in each story and talks about the way the writer described his/her thoughts and feelings.

Learning Opportunities/Strategies:

Lesson 3 - READING: Decipher Words and Phrases

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that narratives should be clearly developed and organized to fit the task, purpose, and audience. Scholars will determine the meaning of words and phrases within context of the story.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 7-9 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why do Ringo and his friends follow George?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Figurative Language** - Teacher questions scholars to explore the author's use of figurative language and descriptive details.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 30
- Student's Writing

Resources:

Lesson 3 - READING: Decipher Words and Phrases

- TE pg. 32
- TE pg. 32
- TE pg. 32
- TE pg. 32 *George's Secret Key to the Universe* Chapters 7-9
- Shared Reading Routine TR10-11
- TE pg. 32 *George's Secret Key to the Universe* Chapters 7-9
- Think-Pair-Share Routine TR2-3
- TE pg. 33 *George's Secret Key to the Universe* Chapters 7-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 33-34
- By-the-Way Words - expanse
- Benchmark Vocabulary - menacing, ambling, inspiration, accelerate
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 34
- *George's Secret Key to the Universe* pgs. 72-73

Resources

Lesson 3 - WRITING: Narrative Writing

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Plural or Singular Nouns - Display excerpts to discuss plural or singular nouns. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Use Descriptions to Develop Characters - Display and review the techniques writers use to create descriptions. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Use Descriptions to Develop Characters - Display the excerpts to see how the author chooses vivid language to develop George's emotions, thoughts, and character. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Write a Character Sketch - Teacher thinks aloud to model techniques for writing descriptive details: sensory details, figurative language, and precise words. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write a Character Sketch - Scholars write a character sketch for the protagonist of the story they are working on, using precise descriptive details that appeal to the senses and includes figurative language. They should describe how the character looks and acts, as well as their motivations, personality, and attitude. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their character sketches with the class. The class provides feedback commenting on whether they have ever met anyone like this or suggesting additional characteristics that seem suitable to the personality described. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 4-READING:Chapters/Scenes Provide Structure</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Endings -s, -ed, -ing <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Scholars see how scenes and chapters fit to form the narrative structure. • Engage Scholars - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative? 	<ul style="list-style-type: none"> • TE pg. 41 • <i>George's Secret Key to the Universe</i> <ul style="list-style-type: none"> • TE pg. 38 <ul style="list-style-type: none"> • TE pg. 38 • <i>George's Secret Key to the Universe</i> pgs. 67, 83, and 88 <ul style="list-style-type: none"> • TE pg. 39 • Teacher Think Aloud <ul style="list-style-type: none"> • TE pg. 40 • Student Writing Lesson 3 • Digital Options <ul style="list-style-type: none"> • TE pg. 40 • Student Character Sketch <p><u>Resources:</u></p> <p>Lesson 4-READING:Chapters/Scenes Provide Structure</p> <ul style="list-style-type: none"> • TE pg. 42 <ul style="list-style-type: none"> • TE pg. 42 <ul style="list-style-type: none"> • TE pg. 42
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Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Read - Follow Shared Reading Routine to read chapters 10-11 focusing on the text's meaning. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What experiences do George and Annie have as they ride on the comet? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Fit Narrative Pieces Together - Display and complete with class Story Sequence B to a writer separates scenes and chapters of a narrative work together as a coherent. <p><u>Learning Opportunities/Strategies:</u> Lesson 4 - WRITING: Narrative Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Pronouns - Display and read aloud excerpts to show that pronouns are words that take the place of nouns. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Organize Event Sequence - Remind scholars that writers carefully decide how to organize the sequence of events in a narrative. For science fiction narratives, organization is important, so readers can understand the imagined situation. Display questions for scholars, as they analyze sequence of events. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Organize Event Sequence - Display excerpts to see how writers establish the scene in each chapter using transition words to signal the sequence of events. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Plan a Sequence of Events - Scholars will continue to develop their science fiction narrative. Display 	<ul style="list-style-type: none"> • TE pg. 42 <i>George's Secret Key to the Universe</i> Chapters 10-11 • Shared Reading Routine TR10-11 • TE pg. 42 <i>George's Secret Key to the Universe</i> Chapters 7-9 • Think-Pair-Share Routine TR2-3 • TE pg. 43 <i>George's Secret Key to the Universe</i> Chapters 7-9 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 43-44 • By-the-Way Word - unison • Benchmark Vocabulary - defiantly, improvised, spiraled, instinctively • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE 3-5 • TE pg. 44 Story Sequence B TR38 • <i>George's Secret Key to the Universe</i> Chapter 10 <p><u>Resources</u> Lesson 4 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> • TE pg. 51 • <i>George's Secret Key to the Universe</i> • TE pg. 48 • TE pg. 48 • <i>George's Secret Key to the Universe</i> pg. 89, 95, and 97-98 • TE pg. 49 • Teacher Think Aloud
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Grade 5 Reading/Writing

elements of science fiction. Teacher thinks aloud to model the process of organizing events and using transitions.

Independent Writing Practice:

- **Plan a Sequence of Events** - Scholars continue to develop their science fiction narrative. They use Story Sequence B to plan a series of events.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main events and scenes within the main events, pointing out especially effective scenes.

Learning Opportunities/Strategies:

Lesson 5 - READING: Compare and Contrast Events

Foundational Skills Mini-Lesson:

- **Endings -s, -ed, -ing**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Scholars compare/contrast events in a story to understand it better.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 12-14 focusing on the text's meaning..
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does Annie's behavior change while she and George are on the comet, and why?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Student Writing Lessons 1-3

- TE pg. 50
- Story Sequence B TR38
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Compare and Contrast Events

- TE pg. 52

- TE pg. 52

- TE pg. 52

- TE pg. 52 *George's Secret Key to the Universe* Chapters 12-14
- Shared Reading Routine TR10-11
- TE pg. 52 *George's Secret Key to the Universe* Chapters 12-14
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *George's Secret Key to the Universe*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 53-54
- By-the-Way Words - castaways
- Benchmark Vocabulary - massive, divert, summon, device
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

Grade 5 Reading/Writing

- **Compare/Contrast Events** - Display and complete with class Venn Diagram to compare/contrast two events from the day's reading.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Personal Pronouns** - Display and read aloud excerpts to show that the largest group of pronouns name a specific person or thing. Display list of subject and object pronouns.

Set the Purpose:

- **Use Pacing to Develop Events** - Remind scholars that pacing is the speed of the action. Teacher shares some elements of controlling pace.

Teach and Model:

- **Use Pacing to Develop Events** - Display excerpts to see how word choice, language and timing can build suspense and create rising and falling action.

Prepare to Write:

- **Adjust Pacing to Develop Events** - Remind scholars that writers adjust the pacing to create rising action, a climax, and falling action. This is important in a science fiction narrative, because the purpose is to entertain. Teacher thinks aloud to model the process of adding events to build conflict and adjusting the pace.

Independent Writing Practice:

- **Adjust Pacing to Develop Events** - Scholars build on their science fiction narratives focusing on creating rising action through the use of pacing to slow down or speed up the action.

Share Writing:

- Volunteers share their narratives with the class. The class identifies the most powerful use of suspense in each story.

Learning Opportunities/Strategies:

Lesson 6 - READING: Interpret Literal & Figurative Meaning

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ian**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex

- TE pg. 54 Venn Diagram TR43
- *George's Secret Key to the Universe* pg. 106 and 117

Resources

Lesson 5 - WRITING: Narrative Writing

- TE pg. 61
- *George's Secret Key to the Universe*
- List of Subject and Object Pronouns

- TE pg. 58

- TE pg. 58
- *George's Secret Key to the Universe* pgs. 121 and 124

- TE pg. 59
- Teacher Think Aloud

- TE pg. 60
- Student Writing Lesson 4
- Digital Options

- TE pg. 60
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 6 - READING: Interpret Literal and Figurative Meaning

- TE pg. 62

- TE pg. 62

Grade 5 Reading/Writing

place. Scholars see authors using language to refer to ideas about life and ways of thinking.

- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 15-17 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does George feel about being grounded?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Dialogue/Figurative Language** - Teacher points out to class examples of figurative language and use of dialogue that shape meaning.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Possessive Pronouns** - Display and read aloud excerpts to show that possessive pronouns indicate ownership. Display list of possessive pronoun adjectives and stand-alone forms.

Set the Purpose:

- **Develop Dialogue** - Explain how writers use dialogue to develop characters and events.

Teach and Model:

- **Develop Dialogue** - Display excerpts to see how writers use dialogue to describe the setting clearly.

Prepare to Write:

- **Write Dialogue** - Display guiding questions as scholars begin to consider how to add dialogue to their narratives. Teacher models writing to

- TE pg. 62

- TE pg. 62
- *George's Secret Key to the Universe* Chapters 15-17
- Shared Reading Routine TR10-11

- TE pg. 62 *George's Secret Key to the Universe* Chapter 15-17
- Think-Pair-Share Routine TR2-3
- *The Road to Freedom* Chapter 6

- TE pg. 63 *George's Secret Key to the Universe* Chapter 15-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 63-64
- By-the-Way-Words - turrets
- Benchmark Vocabulary - uninhabitable, havoc, ominously, deliberately
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 64 *George's Secret Key to the Universe* pgs. 128-129

Resources

Lesson 6 - WRITING: Narrative Writing

- TE pg. 71
- *George's Secret Key to the Universe*
- List of Possessive Pronouns

- TE pg. 68

- TE pg. 68
- *George's Secret Key to the Universe* pgs. 138, 148, and 153

- TE pg. 69
- Teacher Modeled Writing

Grade 5 Reading/Writing

demonstrate the process of developing characters/events, including natural speech and speech tags.

Independent Writing Practice:

- **Write Dialogue** - Teacher displays and reviews the rules for punctuating dialogue. Then scholars add dialogue to their narratives.

Share Writing:

- Volunteers share their writing with the class. The class identifies each speaker in the narrative and ways the writer used speech tags to punctuate to orient the speaker.

Learning Opportunities/Strategies:

Lesson 7 - READING: Compare-Contrast Story Elements

Foundational Skills Mini-Lesson:

- **Suffix -ize**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Scholars compare/contrast characters, settings, and events in the story.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 18-19 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do you think are the most significant events in Chapters 18-19?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 70
- Student Writing Lesson 5
- Digital Options

- TE pg. 70
- Student Writing

Resources

Lesson 7 - READING: Compare-Contrast Story Elements

- TE pg. 72
- TE pg. 72
- TE pg. 72
- TE pg. 72 *George's Secret Key to the Universe* Chapters 18-19
- Shared Reading Routine TR10-11
- TE pg. 72 *George's Secret Key to the Universe* Chapters 18-19
- Think-Pair-Share Routine TR2-3
- TE pg. 73 *George's Secret Key to the Universe* Chapters 18-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Words - chemical reaction, handsomely
- Benchmark Vocabulary - emits, intrigued, emerged
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

Grade 5 Reading/Writing

Reading Analysis:

- **Conflict** - Display and complete with class the Three-Column Chart to find examples of conflict in the day's reading.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Proper Case for Pronouns** - Remind scholars that pronouns change based on how they are used grammatically. Display the list of subjective, objective, and possessive case pronouns. Display excerpts to show examples of pronoun cases.

Set the Purpose:

- **Develop Conflict** - Display examples of how a character may face conflict. Explain the conflict in *George's Secret Key to the Universe*.

Teach and Model:

- **Develop Conflict** - Display excerpts for models that focus on the conflict George faces.

Prepare to Write:

- **Write to Develop a Draft** - Explain that conflict is central to all fiction and it motivates what happens in the story. Explain the meaning of rising action. Teacher thinks aloud to model examples of rising action and climax.

Independent Writing Practice:

- **Write to Develop a Draft** - Scholars continue working on their narrative developing conflict by adding events that build rising action and leads to the climax.

Share Writing:

- Volunteers share their writing with the class. The class identifies character interactions and explains how they contribute to the rising action.

Learning Opportunities/Strategies:

Lesson 8 - READING: Compare and Contrast Settings

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ian**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars compare and contrast settings in a

- TE pg. 74 Three Column Chart TR40
- *George's Secret Key to the Universe* pg. 168

Resources

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81
- *George's Secret Key to the Universe*

- TE pg. 78
- *George's Secret Key to the Universe*

- TE pg. 78
- *George's Secret Key to the Universe* pg. 173

- TE pg. 79
- *George's Secret Key to the Universe*

- TE pg. 80
- Student Writing Lesson 6
- Digital Options

- TE pg. 80
- Student Writing

Resources

Lesson 8 - READING: Compare and Contrast Settings

- TE pg. 82

- TE pg. 82

Grade 5 Reading/Writing

story to see how authors create worlds for their narratives.

- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 20-22 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the setting changes in each chapter, 20-22, and how the author made the setting seem different.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Settings** - Display and complete with class the Three Sorting Circles to list a scene with the setting and mood in each circle.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Relative Pronouns** - Display excerpts to show examples.

Set the Purpose:

- **Develop Setting** - Explain narrative techniques authors use to describe settings.

Teach and Model:

- **Develop Setting** - Display excerpts that model how authors use description to make settings come to life.

Prepare to Write:

- **Write to Develop Setting** - Scholars will choose an event from the sequence they organized in Lesson 4 and will develop a description of the setting. Display questions for scholars to consider as they begin

- TE pg. 82

- TE pg. 82 *George's Secret Key to the Universe* Chapters 20-22
- Shared Reading Routine TR10-11

- TE pg. 82 *George's Secret Key to the Universe* Chapters 20-22
- Think-Pair-Share Routine TR2-3

- TE pg. 83 *George's Secret Key to the Universe* Chapters 20-22
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 83-84
- By-the-Way Words - thorough, oxidized, coordinates
- Benchmark Vocabulary - advocate, alter, fundamental, vital
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 84
- Three Sorting Circles TR41
- *George's Secret Key to the Universe* pg. 179

Resources

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- *George's Secret Key to the Universe*

- TE pg. 88

- TE pg. 88
- *George's Secret Key to the Universe*

- TE pg. 89
- Story Sequence Chart Lesson 4
- Teacher Think Aloud

Grade 5 Reading/Writing

working. Teacher thinks aloud to model how to indicate time and place.

Independent Writing Practice:

- **Write to Develop Setting** - Scholars choose an event from the Story Sequence Chart and works to visualize the setting for it. They then write a description identifying the setting and details to evoke the place and time.

Share Writing:

- Volunteers share their settings with the class. The class provides feedback about the setting and speculates about what other sorts of things they may see, hear, feel, and touch in the place that has been described.

Learning Opportunities/Strategies:

Lesson 9 - READING: Analyze Visual Elements

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ian, -ize**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars analyze visual elements to see how they enhance the story.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 23-25 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why are there color photographs in this section of the reading and how do they contribute to the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 90
- Story Sequence Chart Lesson 4
- Digital Options

- TE pg. 90
- Student Writing

Resources

Lesson 9 - READING: Analyze Visual Elements

- TE pg. 92
- TE pg. 92
- TE pg. 92
- TE pg. 92 *George's Secret Key to the Universe* Chapters 23-25
- Shared Reading Routine TR10-11
- TE pg. 92 *George's Secret Key to the Universe* Chapters 23-25
- Think-Pair-Share Routine TR2-3
- TE pg. 93 *George's Secret Key to the Universe* Chapters 23-25
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 93-94
- By-the-Way Words - warped, earnestly
- Benchmark Vocabulary - objected, distorted, erratically, engulf
- Benchmark Vocabulary Routine for Literary Text TR28-31

Grade 5 Reading/Writing

Reading Analysis:

- **Visual Elements** - Display and complete with class the Three-Column Chart to record what three illustrations depict.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Indefinite Pronouns** - Display list of singular, plural, and singular or plural pronouns. Display excerpts to show examples.

Set the Purpose:

- **Develop Theme and Resolve Events** - Explain that the theme is the unifying idea of the work.

Teach and Model:

- **Develop Theme and Resolve Events** - Display models to analyze how conflict contributes to the theme.

Prepare to Write:

- **Write to Develop Theme and Resolution** - Scholars will begin to develop the theme for the story they have in progress. Explain that one way to do this is through characters and how they respond to conflicts. Teacher thinks aloud to model the process of developing theme.

Independent Writing Practice:

- **Write to Develop Theme and Resolution** - Scholars complete their science fiction narratives by adding an ending that resolves the conflict and conveys the theme. The focus should be on the characters' responses to the situation.

Share Writing:

- Volunteers share their completed story with the class. The class comments on what they liked about story and the issues the story brought up. Volunteers offer statements of the main theme of the story.

Learning Opportunities/Strategies:

Lesson 10 - READING: Read Chapters in a Novel

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ian, -ize**

Build Understanding:

- Generative Vocabulary Chart TE 3-5

- TE pg. 94
- Three-Column Chart TR40
- *George's Secret Key to the Universe* pgs, 206, 217, and 219

Resources

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101
- *George's Secret Key to the Universe*

- TE pg. 98

- TE pg. 98
- *George's Secret Key to the Universe* pgs. 206, 212, and 230

- TE pg. 99
- Teacher Think Aloud

- TE pg. 100
- Student Writing Lesson 8
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 10 - READING: Read Chapters in a Novel

- TE pg. 102

Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Readers will connect information in chapters that develop the story and follow unique formats and perspectives.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 26-28 focusing on the text's meaning.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do characters interact and contribute to the rising action in these chapters?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Text Structure/Visual Elements** - Display and complete with class the T-Chart to record details in the illustrations.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Intensive Pronouns** - Display the list of intensive pronouns. Display excerpts to show examples.

Set the Purpose:

- **Use Details to Develop Events** - Scholars will write a scene describing an event and showing how characters respond to it. Display questions to help scholars plan their scenes.

Teach and Model:

- **Use Details to Develop Events** - Display excerpts to show how writers develop an event by using precise words, vivid descriptions, and dialogue.

- TE pg. 102
- *George's Secret Key to the Universe*

- TE pg. 102

- TE pg. 10 *George's Secret Key to the Universe* Chapters 26-28
- Shared Reading Routine TR10-11

- TE pg. 102 *George's Secret Key to the Universe* Chapters 26-28
- Think-Pair-Share Routine TR2-3

- TE pg. 103 *George's Secret Key to the Universe* Chapters 26-28
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - expelled, eternal
- Benchmark Vocabulary - ultimate, gallery, remnants, perplexed
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 104 T-Chart TR39
- *George's Secret Key to the Universe* Chapters 26-27

Resources

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111
- *George's Secret Key to the Universe*

- TE pg. 108

- TE pg. 108
- *George's Secret Key to the Universe* pgs. 241, 242, and 251

Grade 5 Reading/Writing

Prepare to Write:

- **Write a Narrative** - Remind scholars they must first establish a situation. Display questions to help scholars think about how to begin their scene. Teacher thinks aloud by reviewing *George's Secret Key to the Universe* to model how to identify an event and to use descriptions and dialogue to develop the event.

Independent Writing Practice:

- **Use Details to Develop Events** - Scholars will write a scene based on a topic featured in *George's Secret Key to the Universe*. Display questions in the Prepare to Write section to use as they establish a situation.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main event in the scene and the specific narrative techniques used to develop the scene.

Learning Opportunities/Strategies:

Lesson 11 - READING: Understand Narrative Elements

Foundational Skills Mini-Lesson:

- **Prefixes com-, epi-, pro-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that narratives should be clearly developed and organized to fit the task, purpose, and audience. Scholars understand author's purpose and compare/contrast events and how they are incorporated into the story's narrative elements.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapters 29-31 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do the chapters add to your understanding of the structure of the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 109
- *George's Secret Key to the Universe* Chapter 26 Section 3 and 4, and pgs. 252-253

- TE pg. 110
- *George's Secret Key to the Universe*
- Prepare to Write - Questions pg. 109
- Digital Options

- TE pg. 110
- Student Writing

Resources

Lesson 11 - READING: Understand Narrative Elements

- TE pg. 112
- TE pg. 112
- TE pg. 112
- TE pg. 112 *George's Secret Key to the Universe* Chapters 29-31
- Shared Reading Routine TR10-11
- TE pg. 112 *George's Secret Key to the Universe* Chapters 29-31
- Think-Pair-Share Routine TR2-3
- TE pg. 113 *George's Secret Key to the Universe* Chapters 29-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Imagery** - Display/complete Web B to show that figurative language suggests how something looks, sounds, feels, smells, or tastes.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Pronoun-Antecedent Agreement** - Display excerpts to show examples.

Set the Purpose:

- **Describe Characters' Responses to Events** - Scholars will expand their scene from Lesson 10 by focusing on characters respond to an event.

Teach and Model:

- **Describe Characters' Responses to Events** - Display excerpts to see how authors use characters' responses to events to reveal something new about the characters.

Prepare to Write:

- **Expand and Revise a Draft** - Guide scholars to review the scene they wrote in Lesson 10. Scholars reflect on the question: How can I use a character's reactions to events to reveal something new about the character? Teacher models writing how to add sensory details, figurative language, and precise words to a scene.

Independent Writing Practice:

- **Expand and Revise a Draft** - Scholars expand and revise the scene they wrote in Lesson 10.

Share Writing:

- Volunteers share their writing with the class. The class identifies a key event and one character's reaction to that event. Class also identifies which techniques were most successful in describing the character's reaction.

- TE pgs. 114
- By-the-Way-Words - filter, prototypes
- Benchmark Vocabulary - accessing, exploiting, agitated
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 114 Web B TR45
- *George's Secret Key to the Universe* pg. 264

Resources

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121
- *George's Secret Key to the Universe*

- TE pg. 118

- TE pg. 118
- *George's Secret Key to the Universe* pgs. 263 and 265

- TE pg. 119
- Teacher Modeled Writing

- TE pg. 120
- Student Writing Lesson 10
- Digital Options

- TE pg. 120
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 12 - READING: Determine Theme of Story

Foundational Skills Mini-Lesson:

- **Prefixes com-, epi-, pro-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars will analyze the final chapter to understand the structure and theme.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read chapter 32 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does imagery and figurative language add suspense to the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Theme** - Display and complete with class the T-Chart to list features in the novel and how they support the theme.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Pronoun-Antecedent Agreement** - Display list of singular indefinite pronouns. Display sentences to model how to use the pronouns correctly.

Set the Purpose:

- **Plan a Science Fiction Narrative** - Display questions for scholars to consider as they plan their new science fiction narrative.

Resources

Lesson 12 - READING: Determine Theme of Story

- TE pg. 122
- TE pg. 122
- *George's Secret Key to the Universe*
- TE pg. 122
- TE pg. 122 *George's Secret Key to the Universe* Chapter 32
- Shared Reading Routine TR10-11
- TE pg. 122 *George's Secret Key to the Universe* Chapter 32
- Think-Pair-Share Routine TR2-3
- TE pg. 123 *George's Secret Key to the Universe* Chapter 32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 123-124
- By-the-Way Words - consultation
- Benchmark Vocabulary - vigorous, commotion
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 124
- T-Chart TR39
- *George's Secret Key to the Universe*

Resources

Lesson 12 - WRITING: Narrative Writing

- TE pg. 131
- Sentences
- TE pg. 128

Grade 5 Reading/Writing

Teach and Model:

- **Plan a Science Fiction Narrative** - Display excerpts to see how authors create a frightening setting that becomes the conflict for the main character.

Prepare to Write:

- **Plan a Narrative** - Display and review the elements of science fiction. Teacher thinks aloud to model the process of planning a science fiction narrative: determine characters, plan plot, establish setting, and choose a conflict.

Independent Writing Practice:

- **Plan a Narrative** - Scholars plan their new and original science fiction narrative based on something they learned from *George's Secret Key to the Universe*. Scholars use Story Sequence B Chart to organize story elements.

Share Writing:

- Volunteers present their graphic organizer with the class. The class identifies the main characters and the sequence of events.

Learning Opportunities/Strategies:

Lesson 13 - READING: Determine Main Idea and Supporting Details

Foundational Skills Mini-Lesson:

- **Prefixes com-, epi-, pro-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars determine main ideas and supporting details in an informational text.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read pgs. 5-11 focusing on meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why did Michael Collins feel close to the other astronauts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 128
- *George's Secret Key to the Universe* pg. 218

- TE pg. 129
- Teacher Think Aloud

- TE pg. 130
- Story Sequence B Chart TR38
- Digital Options

- TE pg. 130
- Student's Story Sequence B Chart

Resources

Lesson 13 - READING: Determine Main Idea and Supporting Details

- TE pg. 132
- TE pg. 132
- *The Man Who Went to the Far Side of the Moon* Text Collection
- TE pg.132
- TE pg. 132 *The Man Who Went to the Far Side of the Moon* pgs. 5-11 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 132 *The Man Who Went to the Far Side of the Moon* pgs. 5-11 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 133 *The Man Who Went to the Far Side of the Moon* pgs. 5-11 Text Collection
- Whole Class Discussion Routine TR4-5

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea and Key Details** - Display and complete with class the Main Idea Chart to record the main idea and key details.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Linking Verbs** - Remind scholars that linking verbs do not express action. Display excerpts to show examples.

Set the Purpose:

- **Draft Science Fiction** - Point out that science fiction narratives entertain. Display questions for scholars to consider.

Teach and Model:

- **Draft Science Fiction** - Explain to draft a narrative, begin by outlining the sequence of events. Remind scholars that transitions indicate sequence. Drafts also develop characters. Display excerpts to model narrative drafting techniques.

Prepare to Write:

- **Draft a Narrative** - Scholars will write a science fiction narrative based on the Story Sequence B Chart completed in Lesson 12. Display guiding questions for scholars to consider as they draft. Teacher explains techniques to remember when drafting a narrative. Display questions in the section, Develop Writing Skills, for scholars to follow while drafting.

Independent Writing Practice:

- **Draft a Narrative** - Scholars use their Story Sequence B Chart to draft a science fiction narrative.

Share Writing:

- Volunteers share their drafts with the class. The class identifies an example of interesting description of an exciting event in the story.

- Small Group Discussion TR6-7
- TE pgs. 134
- By-the-Way Words - module, meteoritic
- Benchmark Vocabulary - lunar, horizon, vessel
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 134
- *The Man Who Went to the Far Side of the Moon* Text Collection
- Main Idea Chart TR36

Resources

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141
- *The Man Who Went to the Far Side of the Moon* Text Collection

- TE pg. 138

- TE pg. 138
- *George's Secret Key to the Universe* pgs. 52 and 54

- TE pg. 139
- Story Sequence B Chart

- TE pg. 140
- Story Sequence B Chart
- Digital Options

- TE pg. 140
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 14 - READING: Relate Ideas in Scientific Text

Foundational Skills Mini-Lesson:

- **Prefixes *com-*, *epi-*, *pro-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars learn how readers relate ideas within a scientific text.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine to read pgs. 12-17 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: Why did Collins decide never to travel again?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Cause-Effect Relationships** - Display and complete with class the Cause-Effect graphic organizer to identify events (Why did it happen?) and effects (What happened?).

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Linking Verbs** - Display list of linking verbs that can also function as action verbs. Display excerpts to show examples.

Set the Purpose:

- **Revise or Rewrite Science Fiction** - Scholars check to make sure their writing communicates

Resources

Lesson 14 - READING: Relate Ideas in Scientific Text

- TE pg. 142
- TE pg. 142
- *The Man Who Went to the Far Side of the Moon* Text Collection
- TE pg. 142
- TE pg. 142 *The Man Who Went to the Far Side of the Moon* pgs. 12-17 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 142 *The Man Who Went to the Far Side of the Moon* pgs. 12-17 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 143 *The Man Who Went to the Far Side of the Moon* pgs. 12-17 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 144
- By-the-Way-Words - inject
- Benchmark Vocabulary - atmosphere, potentially, quarantine, facility
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 144
- Cause-Effect TR32
- *The Man Who Went to the Far Side of the Moon* Text Collection

Resources

Lesson 14 - WRITING: Narrative Writing

- TE pg. 151
- *The Man Who Went to the Far Side of the Moon* Text Collection
- TE pg. 148
- Student Writing Lesson 13

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effectively and clearly by reviewing their word choice.

Teach and Model:

- **Revise and Rewrite Science Fiction** - Display excerpts to notice powerful word choices and transitions that help readers shift to a new idea.

Prepare to Write:

- **Conduct a Peer Review** - Scholars will review a partner's science fiction narrative draft before revising or rewriting their own narratives, incorporating their partner's feedback. Display questions for scholars to consider as they review drafts. Teacher thinks aloud examples of revising organization, using more precise language, and recognizing effective dialogue.

Independent Writing Practice:

- **Conduct a Peer Review** - Scholars exchange the science fiction narrative they wrote in Lesson 13 with partners to review. Display questions partners should follow when reviewing and revising. Then scholars revise or rewrite their drafts based on feedback.

Share Writing:

- Volunteers present their revisions to the class. The class discusses why the student writers should or should not make the changes their partner suggested.

Learning Opportunities/Strategies:

Lesson 15 - READING: Compare-Contrast Characters

Foundational Skills Mini-Lesson:

- **Prefixes *com-*, *epi-*, *pro-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Scholars compare-contrast how writers of narrative fiction and informational text develop characters/people.
- **Engage Scholars** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Review both texts for an understanding of the characters or people in each text.

- TE pg. 148
- *The Man Who Went to the Far Side of the Moon* pgs. 14 and 16 Text Collection

- TE pg. 149
- Teacher Think Aloud

- TE pg. 150
- Student Writing Lesson 13
- Digital Options

- TE pg. 150
- Student Writing

Resources

Lesson 15 - READING: Compare-Contrast Characters

- TE pg. 152

- TE pg. 152
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*

- TE pg. 152

- TE pg. 152
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How do you think Michael Collins would have reacted to the characters of George, Eric, and Dr. Reaper?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Display and complete with class Venn Diagram to compare-contrast characters.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verb Phrases** - Remind scholars that a verb phrase consists of a main verb and a helping verb. Display a list of helping verbs. Display excerpts to show examples of verb phrases.

Set the Purpose:

- **Edit and Proofread Science Fiction** - Explain the difference between revising and editing. Display questions scholars should consider when proofreading.

Teach and Model:

- **Edit and Proofread Science Fiction** - Display excerpts as examples of correct grammar and punctuation. Remind scholars to punctuate dialogue correctly and to begin a new paragraph to indicate a new speaker.

Prepare to Write:

- **Edit a Draft** - Explain how to edit and proofread. Scholars will edit a partner's revised draft and then review and incorporate their partner's comments in their narratives. Provide a checklist for scholars to reference. Teacher thinks aloud to model using a checklist to edit. Provide the rules punctuating dialogue correctly.

- TE pg. 152
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- Think-Pair-Share Routine TR2-3

- TE pg. 153
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 154
- Benchmark Vocabulary - illusion, vigorous, atmosphere, potentially
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 154 Venn Diagram TR43
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*

Resources

Lesson 15 - WRITING: Narrative Writing

- TE pg. 161
- List of Helping Verbs
- *George's Secret Key to the Universe*

- TE pg. 158

- TE pg. 158
- *George's Secret Key to the Universe* pg. 210

- TE pg. 159
- Student's Draft Lesson 14
- Checklists
- Teacher Think Aloud

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Independent Writing Practice:

- **Edit a Draft** - Using a checklist, scholars review each other's revised draft.

Share Writing:

- Volunteers write examples of correctly punctuated dialogue from their partner. The class identifies correct punctuation and capitalization.

Learning Opportunities/Strategies:

Lesson 16 - READING: Read and Analyze a Narrative

Foundational Skills Mini-Lesson:

- **Idioms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars will see how a series of scenes develops the narrative.
- **Explore Poetry** - Read and discuss poem.
- **Engage Students** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Follow Shared Reading Routine for first reading focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How are Alicia's and Justin's motivations for going on this mission different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice/Structure** - Display and complete with class the T-Chart to record how author's choices affect the text structure.

- TE pg. 160
- Student Draft Lesson 14
- Checklist
- Digital Options

- TE pg. 160
- Student Speech

Resources

Lesson 16 - READING: Read and Analyze a Narrative

- TE pg. 162
- TE pg. 162
- *Mayday on Moon and Jupiter* Text Collection
- TE pg. 162 *Great Red Spot* pg. 60 Text Collection
- TE pg. 162
- TE pg. 162
- *Mayday on Moon and Jupiter* Text Collection
- Shared Reading Routine TR10-11
- TE pg. 162
- *Mayday on Moon and Jupiter* Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 163
- *Mayday on Moon and Jupiter* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 163-164
- By-the-Way Words - radiating, fuselage, iron-core reactor, rations
- Benchmark Vocabulary - mayday, manual, radiation
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 164 T-Chart TR39
- *Mayday on Moon and Jupiter* Text Collection

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Linking Verb or Helping Verb** - Model by displaying excerpts.

Set the Purpose:

- **Publish and Present Science Fiction** - Explain that when presenting a narrative, the presenter can use visual and multimedia elements. Display questions for scholars to consider.

Teach and Model:

- **Publish and Present Science Fiction** - Teacher uses excerpts to model adapting text for a presentation.

Prepare to Publish:

- **Give an Oral Presentation** - Explain that when giving a presentation, the way they deliver information can affect the audience's understanding. Provide questions regarding rate, accuracy, and expression scholars should consider as they prepare their presentations.

Independent Writing Practice:

- **Give an Oral Presentation** - Scholars prepare their publications and presentations using their work from Lessons 12-15. They should focus on main ideas and interesting points as they present.

Share Writing:

- Scholars give their presentations in front of the class. The class summarizes each story and points out the most effective writing and presenting techniques in each.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Theme

Foundational Skills Mini-Lesson:

- **Idioms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars compare/contrast two scientific stories.
- **Engage Students** - Essential Questions: How do readers use chapters and sections to understand the

Resources

Lesson 16 - WRITING: Narrative Writing

- TE pg. 171
- *Mayday on Moon and Jupiter* Text Collection

- TE pg. 168

- TE pg. 168
- *Mayday on Moon and Jupiter* Text Collection

- TE pg. 169

- TE pg. 170
- Student Work Lessons 12-15
- Digital Options

- TE pg. 170
- Student Presentation
- Writing Keystone Checklist

Resources

Lesson 17 - READING: Compare and Contrast Theme

- TE pg. 172

- TE pg. 172
- *Mayday on Moon and Jupiter* Text Collection
- *George's Secret Key to the Universe*

- TE pg. 172

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structure of a text? How do writers create a developed and focused narrative?

- **Read** - Review both texts for an understanding of the theme in each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What important similarities did you notice between these two science fiction narratives?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare-Contrast Theme** - Display and complete with class the Venn Diagram to compare and contrast the theme in both texts.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Principal Parts of Regular Verbs** - Display how to form principal parts of regular verbs. Model examples by displaying excerpts.

Set the Purpose:

- **Conduct Research to Explore Theme** - Scholars will conduct research to explore one of the themes common to the texts in the module. They will use this information to write a fictional journal entry. Review the two types of sources: Primary and Secondary.

Teach and Model:

- **Conduct Research to Explore Theme** - Teacher uses an excerpt to model a secondary source.

Prepare to Publish:

- **Research a Person** - Scholars will research a real person they read about in the unit who has turned

- TE pg. 172
- *Mayday on Moon and Jupiter* Text Collection
- *George's Secret Key to the Universe*

- TE pg. 172
- *Mayday on Moon and Jupiter* Text Collection
- *George's Secret Key to the Universe*
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Mayday on Moon and Jupiter* Text Collection
- *George's Secret Key to the Universe*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 174
- Benchmark Vocabulary - enlightenment, inquiry, vital, mayday
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 174
- Venn Diagram TR43
- *Mayday on Moon and Jupiter* Text Collection
- *George's Secret Key to the Universe*

Resources

Lesson 17 - WRITING: Narrative Writing

- TE pg. 181
- *George's Secret Key to the Universe*

- TE pg. 178

- TE pg. 178
- *The Man Who Went to the Far Side of the Moon*

- TE pg. 179

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his/her curiosity about space into a career related to space exploration. Focus the theme on curiosity and space exploration. Explain the following: use of multiple sources, note-taking strategies, and crediting sources (MLA Style).

Independent Writing Practice:

- **Research a Person** - Scholars will research a real person they read about in the unit who has turned his/her curiosity about space into a career related to space exploration. Focus the theme on curiosity and space exploration.

Share Writing:

- Volunteers summarize the information they learned from their research and how the research relates to the theme - curiosity is important to space exploration.

Learning Opportunities/Strategies:

Lesson 18 - READING: Compare and Contrast Texts

Foundational Skills Mini-Lesson:

- **Idioms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that the universe is a complex place. Scholars compare three texts by looking at writers' craft and text structure.
- **Engage Students** - Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Read** - Review the texts for an understanding on how each text approaches the theme.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How do a character's pr person's traits influence his/her actions in these texts?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 180
- Minimum of Three Print and/or Digital Sources
- Digital Options

- TE pg. 180
- Student Research

Resources

Lesson 18 - READING: Compare and Contrast Texts

- TE pg. 182
- TE pg. 182
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- *Mayday on Moon and Jupiter*
- TE pg. 182
- TE pg. 182
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- *Mayday on Moon and Jupiter*
- TE pg. 182 Think-Pair-Share Routine TR2-3
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- *Mayday on Moon and Jupiter*
- TE pg. 183
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- *Mayday on Moon and Jupiter*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

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- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Craft and Structure** - Display and complete with class the Three-Column Chart to chart the pacing in each of the texts.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Principal Parts of Irregular Verbs** - Display a list of irregular verbs in present, past, and past participle form.

Set the Purpose:

- **Use Research to Explore Theme** - Scholars consider which elements in *George's Secret Key to the Universe* are fictional and which are based on real scientific principles and research.

Teach and Model:

- **Use Research to Explore Theme** - Display an excerpt to model how science fiction incorporates elements of accurate scientific research.

Prepare to Write:

- **Write a Fictional Journal Entry** - Scholars will use their research to write a fictional journal entry. It will be written from the perspective of the person they researched. Display questions for scholars to consider as they write. Teacher thinks aloud how to select research, consider perspective, and combine fiction and research.

Independent Writing Practice:

- **Write a Fictional Journal Entry** - Scholars use their research about a real person to write a journal entry from that person's perspective related to the importance of curiosity in space exploration.

Share Writing:

- Scholars present their journal entry to the class. The class identifies both fictional elements and information based on research.

- TE pg. 184
- Benchmark Vocabulary - instinctively, atmosphere, potentially, radiation
- Benchmark Vocabulary Routine for Literary Text TR28-31 and Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 184 Three-Column Chart TR40
- *The Man Who Went to the Far Side of the Moon*
- *George's Secret Key to the Universe*
- *Mayday on Moon and Jupiter*

Resources

Lesson 18 - WRITING: Narrative Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- *George's Secret Key to the Universe* pg. 162

- TE pg. 189
- Teacher Think Aloud

- TE pg. 190
- Student Research Lesson 17
- Digital Options

- TE pg. 190
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Narrative Task:** Write a Science Fiction Story - Using *George's Secret Key to the Universe* and *Mayday on Moon and Jupiter* as models, scholars will write a science fiction story.
- **Scholars will:**
 - establish a situation and introduce a narrator and/or characters.
 - use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - use narrative techniques such as dialogue, description, and pacing to develop the story.
 - use concrete words and phrases and sensory details to convey experiences and events.
 - provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use chapters and sections to understand the structure of a text? How do writers create a developed and focused narrative?
- **Revisit the Text** - Remind scholars that in *George's Secret Key to the Universe*, George is a person with a lot of curiosity. This leads him to make friends, have adventures, and learn about the universe through science. The reader learns about George and the other characters through a series of chapters that develop events. Display excerpt to show examples of science fiction traits. Remind scholars to include the following narrative techniques: characters, sequence of events, descriptions/sensory details, and conclusion.

Create:

- Scholars revisit the narratives in Module A. Remind scholars to include the following:
 - a situation
 - characters
 - a point of view
 - sequence of events that develops tension and suspense
 - theme through characterization and eventsPlace scholars in small groups to brainstorm ideas for science fiction stories. Provide Story Sequence B graphic organizer to record ideas. Before the final step of presentation, scholars edit/proofread and prepare a clean copy.

Score Writing: Use Narrative Writing Rubric

Resources

Performance-Based Assessment

- TE pg. 192
- Student Reproducible pg. 196

- TE. pg. 193

- TE. pg. 193
- *George's Secret Key to the Universe* pg. 80

- TE pg.194
- Paper
- Story Sequence B Graphic Organizer
- Digital Options
- Texts: *George's Secret Key to the Universe* and *Mayday on Moon and Jupiter*

- TE pg. 197 Narrative Writing Rubric

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Present: Follow suggestions for scholars to share their writing with the class or with a group.		<ul style="list-style-type: none">• TE pg. 198• Digital Options	
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">• TE pg. 199	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing	Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing
Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading
Text Club Routines TR24-27	Text Club Routines TR24-27		
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson	Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Unlock Language Learning• Performance-Based Assessment Lesson
		Scaffolded Instruction - Strategic Support If...then...Quick Check	Scaffolded Instruction - English Language Learners If...then...Quick Check
		ReadyUp! Intervention	ReadyUp! Intervention

Grade 5 Reading/Writing

Unit Three: Understanding the Universe - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.A.** Read on-level with purpose and understanding.
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Grade 5 Reading/Writing

- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.5.2.A** Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to **aid in** comprehension.
- **W.IW.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.IW.5.2.C** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.IW.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.5.2.E** Provide a conclusion related to the information of explanation presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- **W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Mathematics

- **5.NBT.B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

NJSLS Science

- **5-PS1-1.** - Develop a model to describe that matter is made of particles too small to be seen.
- **5-PS1-2.** - Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- **5-PS1-3.** - Make observations and measurements to identify materials based on their properties.
- **5-PS1-4.** - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- **5-PS1-1.** - Develop a model to describe that matter is made of particles too small to be seen.
- **5-PS1-2.** - Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Grade 5 Reading/Writing

- **5-PS1-3.** - Make observations and measurements to identify materials based on their properties.
- **5-PS1-4.** - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- **5-PS2-1.** - Support an argument that the gravitational force exerted by Earth on objects is directed down.
- **5-ESS1-1.** - Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- **5-ESS1-2.** - Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- **3-5-ETS1-1.** - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- **3-5-ETS1-3.** - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2** - Identify how you might like to earn an income.
- **9.2.5.CAP.3** - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.IML.1** - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Central Idea / Enduring Understanding:

- Readers understand the importance of learning meanings of words and phrases in order to better comprehend text.
- Writers understand that illustrations, photos, diagrams, and other visual elements convey important information.
- Learners understand that scientists continue to study and reveal new information about the universe.

Essential/Guiding Question:

How do readers make sense of texts with unfamiliar words?

How do writers convey information in visual ways?

Content (Goals):

- Readers will determine the meanings of words and phrases to understand information in various texts.
- Writers will use research and visuals to convey information effectively.
- Learners will understand that scientists continue to discover new information about the universe.

Skills(Objectives):

Reading

- Make Inferences
- Compare and Contrast Characters
- Word Choice/Sentence Structure
- Analyze Images
- Story Structure
- Use Illustrations
- Theme
- Text Structure and Text Features
- Reasons and Evidence
- Compare and Contrast Text Structure
- Compare and Contrast Visuals

Grade 5 Reading/Writing

	<ul style="list-style-type: none"> • Compare and Contrast Genres <p>Writing</p> <ul style="list-style-type: none"> • Choose a Topic • Make a Writing Plan • Take Notes • Choose Digital Sources • Synthesize Information • Use Domain-Specific Language and Transitions • Choose and Research Visuals or Multimedia • Create a Works Cited List • Develop a Conclusion • Research a Current Topic • Informative/Explanatory Writing • Revise or Rewrite • Edit and Proofread • Prepare to Publish and Present an Article
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Informative/Explanatory Task: Write A Science Journal Article - Scholars will conduct short research projects using various sources to create a science journal article about something in the universe that interests them. • Scholars will: <ul style="list-style-type: none"> ○ clearly introduce their topic. ○ group related information in a logical fashion. ○ develop the topic with facts, definitions, details, and quotations. ○ link ideas using transitions such as <i>however, although, nevertheless, similarly, moreover, and in addition</i>. ○ use domain-specific vocabulary to explain the topic. ○ include formatting and illustrations to aid comprehension. ○ provide a conclusion. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment • End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Make Inferences Based on Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Synonyms <p>Build Understanding:</p>	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Make Inferences Based on Text</p> <ul style="list-style-type: none"> • TE pg. 212
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Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe. Scholars make inferences based on the words and illustrations in a story.
- **Explore Poetry** - Read/discuss poem on pg. 62
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 4-9 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who are the characters so far, and how are they alike and different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Inferences** - Display and complete with class the Three-Column Chart to make inferences about characters based on pg. 4.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verb Tense: Simple Tenses** - Remind scholars that verb tenses show the time of action. Display excerpts to show changing the verb *sneeze* to past and future tenses.

Set the Purpose:

- **Choose and Introduce a Topic** - Explain that informative/explanatory text informs readers about a topic. Display the elements of a strong informative introduction.

Teach and Model:

- TE pg. 212
- TE pg. 212 *The Solar System* Text Collection
- TE pg. 212
- TE pg. 212 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 4-9
- TE pg. 212 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 4-9
- TE pg. 213 *Jess and Layla's Astronomical Assignment* pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 213-214
- By-the-Way Words - astronomy, astrology, cylindrical
- Benchmark Vocabulary - allergic, embarrassing, cultures, stern
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 214 Three-Column Chart TR40
- *Jess and Layla's Astronomical Assignment*

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 221
- *Jess and Layla's Astronomical Assignment* pg. 4
- TE pg. 218

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Choose and Introduce a Topic - Display Student Model to study how to introduce a topic. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Choose a Topic - Scholars will write a science journal article about a historical discovery related to the solar system. Display questions to guide scholars as they prepare to write. Teacher thinks aloud to brainstorm a topic by skimming, and then narrows and chooses the topic. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Choose a Topic - Scholars select a topic and write an introduction for a science journal article about a historical discovery related to the solar system. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their introduction with the class. The class identifies sentences that tell what the writer will say about the topic, as well as interesting details that make them want to read on. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 2 - READING: Compare-Contrast Characters</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Synonyms <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe. Scholars use words and visuals to compare-contrast characters. • Engage Scholars - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways? • Read - Follow Shared Reading Routine to read pgs. 10-14 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What things did Richard Martin do to try to help animals? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for 	<ul style="list-style-type: none"> • TE pg. 219 • Student Model <ul style="list-style-type: none"> • TE pg. 219 • Teacher Think Aloud • <i>Jess and Layla's Astronomical Assignment</i> pg. 47 <ul style="list-style-type: none"> • TE pg. 220 • Digital Options <ul style="list-style-type: none"> • TE pg. 220 • Student Writing <p><u>Resources:</u></p> <p>Lesson 2 - READING: Compare-Contrast Characters</p> <ul style="list-style-type: none"> • TE pg. 222 <ul style="list-style-type: none"> • TE pg. 222 <ul style="list-style-type: none"> • TE pg. 222 <ul style="list-style-type: none"> • TE pg. 222 Shared Reading Routine TR10-11 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 10-14 <ul style="list-style-type: none"> • TE pg. 222 Think-Pair-Share Routine TR2-3 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 10-14 <ul style="list-style-type: none"> • TE pg. 223 <i>Jess and Layla's Astronomical Assignment</i> pgs. 10-14 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 <ul style="list-style-type: none"> • TE pgs. 223-224
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Grade 5 Reading/Writing

Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare-Contrast Characters** - Display and complete Venn Diagram to compare and contrast Layla and Jess.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verb Tense: Simple Tenses** - Display excerpts and ask scholars to describe the difference between the simple present, past, and future verb tenses.

Set the Purpose:

- **Organize Ideas** - Explain that a writer organizes information to make it clearer for the reader and to emphasize key ideas. Display the different ways informative text can be organized.

Teach and Model:

- **Organize Ideas** - Display the Student Model to show how an event in the past is described using time order.

Prepare to Write:

- **Make a Writing Plan** - Explain that time order fits an assignment about history best. Teacher thinks aloud to model how to analyze a topic. Teacher models writing an outline.

Independent Writing Practice:

- **Make a Writing Plan** - Scholars create an outline that develops three main ideas from their topic in Lesson 1.

Share Writing:

- Volunteers share their outline with the class. Volunteers talk about how organizing their ideas into an outline helped them develop their main ideas. The class identifies those main ideas and asks questions about what interests them.

- By-the-Way Words - spheres, Aristotle, Copernicus, universe
- Benchmark Vocabulary - interactive, obvious, theories
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 224 Venn Diagram TR43
- *Jess and Layla's Astronomical Assignment* pg. 10

Resources

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 231
- *Jess and Layla's Astronomical Assignment*

- TE pg. 228

- TE pg. 228
- Student Model

- TE pg. 229
- Teacher Think Aloud
- Teacher Modeled Writing (Outline)

- TE pg. 230
- Student Topic Lesson 1
- Digital Options

- TE pg. 230
- Student Outline

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - READING: Analyze Author's Craft

Foundational Skills Mini-Lesson:

- **Synonyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of learning meanings of words and phrases in order to better comprehend text. Scholars use author's craft (e.g., words, illustrations) to better understand the story.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 15-21 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do the characters do, and what happens to them in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice/Sentence Structure** - Display and complete with class the Four-Column Chart to analyze author's craft.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Perfect Tenses** - Display excerpts to show examples of perfect tenses.

Set the Purpose:

- **Research Scientific Texts** - Explain that writers use supporting details to develop the main ideas, and they find these details through research. Display the elements of good supporting details.

Resources:

Lesson 3 - READING: Analyze Author's Craft

- TE pg. 232
- TE pg. 232
- TE pg. 232
- TE pg. 232 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 15-21
- TE pg. 232 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 15-21
- TE pg. 233 *Jess and Layla's Astronomical Assignment* pgs. 15-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 33-34
- By-the-Way Words - meteor, atmosphere, time travel
- Benchmark Vocabulary - inspiration, disbelief
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 234 Four-Column Chart TR34
- *Jess and Layla's Astronomical Assignment* pg. 18

Resources

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- *Jess and Layla's Astronomical Assignment*
- TE pg. 238

Grade 5 Reading/Writing

<p>Teach and Model:</p> <ul style="list-style-type: none"> • Research Scientific Texts - Display Student Model to study how writers use supporting details from research to develop their topic. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Take Notes - Explain that as writers conduct research, they summarize/paraphrase information. Teacher think aloud to model how to skim and choose sources and to summarize/paraphrase. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Take Notes - Scholars take notes from three sources and then use their own words to summarize/paraphrase the information. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their research orally with the class. The class identifies when each volunteer uses direct quotations, summaries, or paraphrased information. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 4 - READING: Determine Effects of Visual Elements</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Synonyms <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Writers understand that illustrations, photos, diagrams, and other visual elements convey important information. Scholars use illustrations and other visual elements to follow the plot. • Engage Scholars - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways? • Read - Follow Shared Reading Routine to read pgs. 22-25 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: Why did Thomas Barnardo found foster families for the youngest children? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way-Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for 	<ul style="list-style-type: none"> • TE pg. 238 • Student Model <ul style="list-style-type: none"> • TE pg. 239 • Teacher Think Aloud <ul style="list-style-type: none"> • TE pg. 240 • Student Writing Lesson 2 • Digital Options <ul style="list-style-type: none"> • TE pg. 240 • Student Writing <p><u>Resources:</u></p> <p>Lesson 4 - READING: Determine Effects of Visual Elements</p> <ul style="list-style-type: none"> • TE pg. 242 <ul style="list-style-type: none"> • TE pg. 242 <ul style="list-style-type: none"> • TE pg. 242 <ul style="list-style-type: none"> • TE pg. 242 Shared Reading Routine TR10-11 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 22-25 • TE pg. 242 Think-Pair-Share Routine TR2-3 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 22-25 <ul style="list-style-type: none"> • TE pg. 243 <i>Jess and Layla's Astronomical Assignment</i> pgs. 22-25 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 <ul style="list-style-type: none"> • TE pgs. 243-244 • By-the-Way-Words - ember, time machine
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Grade 5 Reading/Writing

Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Analyze Images** - Display and complete with class the Venn Diagram to compare-contrast what the illustrations and the story tells.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Perfect Tenses** - Display excerpts to show examples of perfect tenses.

Set the Purpose:

- **Research Digital Sources** - Explain that writers use digital sources for visuals, explanations and facts.

Teach and Model:

- **Research Digital Sources** - Remind scholars to always note the source of information they plan to use, as they need to be cited correctly. Display Student Model to show notes from digital sources related to the topic.

Prepare to Write:

- **Choose Digital Sources** - Explain that writers must identify reliable digital sources while conducting research. Point out that to determine a reliable source the Web site's sponsor, its date, its point of view, and its use of information. Teacher thinks aloud to model selecting a narrow search term, skimming a Web site for information, and collecting notes by noting sources.

Independent Writing Practice:

- **Choose Digital Sources** - Scholars take notes from two to three reliable digital sources that support the main ideas of their essays.

Share Writing:

- Volunteers present their notes orally to the class and tells their sources. The class discusses whether each source used seems to be reliable and why or why not.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Story Structure

Foundational Skills Mini-Lesson:

- **Synonyms**

- Benchmark Vocabulary - skidded, hesitated, fizzing
- Benchmark Vocabulary Routine for Literary Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 244 Venn Diagram TR43 pgs. 22

Resources

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 251
- *Jess and Layla's Astronomical Assignment*

- TE pg. 248

- TE pg. 248
- Student Model

- TE pg. 249
- Teacher Think Aloud

- TE pg. 250
- Digital Sources
- Digital Options

- TE pg. 250
- Student Writing

Resources:

Lesson 5 - READING: Understand Story Structure

- TE pg. 252

Grade 5 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe. Scholars use story structure to think more deeply about the central ideas of a story.
- **Engage Scholars** - Essential Question: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 26-33 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are the main events in this part of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literal Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Structure** - Display and complete with class the Story Sequence B organizer to record the main characters, settings, and events.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Verb Tense to Convey Sequences** - Display excerpts to show examples of sequences of tenses.

Set the Purpose:

- **Develop the Topic** - Writers synthesize by pulling information together and ideas together from different sources. They use this make generalizations and draw new understandings. Display the qualities of body paragraphs.

Teach and Model:

- **Develop the Topic** - Use the Student Model to show the development of a body paragraph.

- TE pg. 252

- TE pg. 252

- TE pg. 252 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 26-33

- TE pg. 252 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 26-33

- TE pg. 253 *Jess and Layla's Astronomical Assignment* pgs. 26-33
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 253-254
- By-the-Way Words - chamber
- Benchmark Vocabulary - afterthought, shrieked, hazily
- Benchmark Vocabulary Routine for Literal Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 254
- Story Sequence B TR38
- *Jess and Layla's Astronomical Assignment*

Resources

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg.261
- *Jess and Layla's Astronomical Assignment*

- TE pg. 258

- TE pg. 259
- Student Model

Grade 5 Reading/Writing

Prepare to Write:

- **Synthesize Information** - Synthesizing requires the writer's own thinking. Writers choose and place the facts and ideas that matter in a logical order. They paraphrase and summarize, or condense and restate the ideas of others in their own words. Writers then draw conclusions about what they read. Teacher thinks aloud to model choosing and ordering ideas for a body paragraph, and then synthesizing by restating in own words.

Independent Writing Practice:

- **Synthesize Information** - Scholars synthesize information from their resources, and write the proper citation for the information they will use. Then they draft their essays, developing their topics according to their outlines.

Share Writing:

- Volunteers share their drafts with the class. The class identifies ideas that appear to be paraphrased and summarized and reflects on how the writer has synthesized or combined and re-created ideas.

Learning Opportunities/Strategies:

Lesson 6 - READING: Determine Word Meanings

Foundational Skills Mini-Lesson:

- **Prefix *im-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of learning meanings of words and phrases in order to better comprehend text. Scholars learn how determining word meanings increase understanding of text.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 34-38 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What new events take place in this part of the story, and what does the story say will happen Next?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine

- TE pg. 259
- Teacher Think Aloud

- TE pg. 260
- Student Writing Lessons 2-4
- Digital Options

- Student Writing
- TE pg. 260
- Writing Keystone Checklist

Resources:

Lesson 6 - READING: Determine Word Meanings

- TE pg. 262
- TE pg. 262
- TE pg. 262
- TE pg. 262 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 34-38
- TE pg. 262 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 34-38
- TE pg. 263 *Jess and Layla's Astronomical Assignment* pgs. 34-38
- Whole Class Discussion Routine TR4-5

Grade 5 Reading/Writing

asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unfamiliar Words** - Display and complete with class Web A to use context clues and prior knowledge to find meaning of unknown words.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verb Tense to Convey Sequences** - Display excerpts to show examples.

Set the Purpose:

- **Develop and Link Ideas** - Tell scholars that in an informative text, writers use domain-specific language to explain a concept. Explain that transitions link similar concepts and examples.

Teach and Model:

- **Develop and Link Ideas** - Display Student Model to understand how to integrate domain-specific vocabulary and transitions into a body paragraph.

Prepare to Write:

- **Use Domain-Specific Language and Transitions** - Teacher models evaluating a draft for clarity, as well as adding domain-specific language and transitions.

Independent Writing Practice:

- **Use Domain-Specific Language and Transitions** - Scholars link and develop ideas in their essays by adding domain-specific language and transitions

Share Writing:

- Volunteers present a paragraph from their essays with the class. The class identifies effective use of domain-specific language and transitions in the paragraph.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Illustrations to Engage with Text

Foundational Skills Mini-Lesson:

- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - cloak, balderdash, manacle
- Benchmark Vocabulary - astonishment, portrait, admirer
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 264 Web A TR44
- *Jess and Layla's Astronomical Assignment* pg. 38

Resources

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 271
- *Jess and Layla's Astronomical Assignment*

- TE pg. 268

- TE pg.268
- Student Model

- TE pg. 269
- Teacher Modeled Writing

- TE pg. 270
- Student Writing Lesson 5
- Digital Options

- TE pg. 270
- Student Writing

Resources

Lesson 7 - READING: Use Illustrations to Engage with Text

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Prefix <i>im-</i> <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Writers understand that illustrations, photos, diagrams, and other visual elements convey important information. Scholars use visuals to add to their understanding and enjoyment of the story. • Engage Scholars - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways? • Read - Follow Shared Reading Routine to read pgs. 39-45 focusing on the text's meaning. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What does Jess, Layla, and the astronomers do in this part of the story? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Illustrations - Display and complete with class the T-Chart to identify details in illustrations and analyze their purpose. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 7 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Modal Auxiliaries - Display excerpts to show examples of modal verbs. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Incorporate Visuals and Multimedia - Remind scholars that visuals and multimedia increase readers' understanding of a text. Display questions for scholars to consider. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Incorporate Visuals and Multimedia - Explain that all details have to relate the topic and visuals should 	<ul style="list-style-type: none"> • TE pg. 272 • TE pg. 272 • TE pg. 272 • TE pg. 272 Shared Reading Routine TR10-11 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 39-45 • TE pg. 272 Think-Pair-Share Routine TR2-3 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 39-45 • TE pg. 273 <i>Jess and Layla's Astronomical Assignment</i> pgs. 39-45 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 273-274 • By-the-Way Words - orbit • Benchmark Vocabulary - pompously, sarcastic, bickering • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE 203-205 • TE pg. 274 T-Chart TR39 • <i>Jess and Layla's Astronomical Assignment</i> pgs. 42-43 <p><u>Resources</u></p> <p>Lesson 7 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 281 • <i>Jess and Layla's Astronomical Assignment</i> • TE pg. 278 • TE pg. 278
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Grade 5 Reading/Writing

be related to the information on the same page.
Captions help writers link visuals to text.

Prepare to Write:

- **Choose and Research Visuals or Multimedia** - Teacher thinks aloud to model reviewing the need for a visual, choosing a helpful illustration, and researching an image or multimedia element.

Independent Writing Practice:

- **Choose and Research Visuals or Multimedia** - Scholars follow the steps: Review, Choose, and Research from Prepare to Write into their informative essays.

Share Writing:

- Volunteers share their visuals or multimedia elements with the class. The class comments on what the image helps them understand about the writer's topic.

Learning Opportunities/Strategies:

Lesson 8 - READING: Determine a Theme

Foundational Skills Mini-Lesson:

- **Prefix *im-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe. Scholars determine themes by using details and visuals.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 46-51 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do Jess and Layla respond to the astronomers? How do the astronomers respond to them? How do astronomers respond to one another?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 279
- Teacher Think Aloud

- TE pg. 280
- Student Writing Lesson 6
- Digital Sources
- Digital Options

- TE pg. 280
- Student Writing

Resources

Lesson 8 - READING: Determine a Theme

- TE pg. 282
- TE pg. 282
- TE pg. 282
- TE pg. 282 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 46-51
- TE pg. 282 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 46-51
- TE pg. 283 *Jess and Layla's Astronomical Assignment* pgs. 46-51
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 283-284

Grade 5 Reading/Writing

Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Theme** - Display and complete with class Web B to find evidence of the theme paying attention to events and characters' interactions.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Modal Auxiliaries** - Display excerpt to show an example of a modal verbs.

Set the Purpose:

- **Create a Works Cited List** - Explain that creating a Works Cited list is an important part of successful essay writing.

Teach and Model:

- **Create a Works Cited List** - Explain that there are specific ways to format entries. Display a models of Work Cited entries.

Prepare to Write:

- **Create a Works Cited List** - Scholars will create a Works Cited list to accompany their essays. Explain that the purpose is to avoid plagiarism. Display the following steps to guide scholars: *Choose* sources used, *Analyze* the sources for the necessary information (Teacher think aloud), and *Format* using the models provided.

Independent Writing Practice:

- **Write a Conclusion** - Scholars create a Works Cited list to accompany their essays.

Share Writing:

- Scholars exchange their completed citation reference with partners for peer edits. Volunteers share their citations and create a class Works Cited list by writing each source in alphabetical order on the board. Discuss the various sources cited with class.

- By-the-Way Words - Jupiter, Saturn, Uranus, Neptune, Pluto
- Benchmark Vocabulary - distraught, detour, hurtled, unison
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 284 Web B TR45
- *Jess and Layla's Astronomical Assignment* pgs. 50-51

Resources

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 291
- *Jess and Layla's Astronomical Assignment*

- TE pg. 288

- TE pg. 288
- Work Cited Entries

- TE pg. 289
- Steps for Creating Works Cited List
- Teacher Think Aloud
- Models of Works Cited Entries

- TE pg. 290
- Student Draft Essay
- Digital Options

- TE pg. 290
- Student Works Cited List

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - READING: Understand Characters

Foundational Skills Mini-Lesson:

- **Prefix *im-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of learning meanings of words and phrases in order to better comprehend text. Scholars use dialogue to compare a narrative's character.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 52-57 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What details (actions/reactions) help you understand more about each character?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Dialogue** - Class looks at pgs. 53-54 to see how the author reveals key details about each character through the dialogue.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Consistent Verb Tenses** - Display excerpts to show how the verb tense in both sentences is consistent.

Set the Purpose:

- **Develop a Conclusion** - Explain that writers create a strong conclusion by summarizing main points and

Resources

Lesson 9 - READING: Understand Characters

- TE pg. 292
- TE pg. 292
- TE pg. 292
- TE pg. 82 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 52-57
- TE pg. 292 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 52-57
- TE pg. 293 *Jess and Layla's Astronomical Assignment* pgs. 52-57
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Words - Johannes Kepler, Adriatic Sea
- Benchmark Vocabulary - glittering, investigated, souvenir
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 294
- *Jess and Layla's Astronomical Assignment* pgs. 53-54

Resources

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 301
- *Jess and Layla's Astronomical Assignment*
- TE pg. 298

Grade 5 Reading/Writing

offering an insight about the topic. Display questions for scholars to consider about conclusions.

Teach and Model:

- **Develop a Conclusion** - Display the Student Model to show how the writer creates a strong conclusion.

Prepare to Write:

- **Develop a Conclusion** - Explain that a concluding paragraph is a writer's last chance to make a strong impression on the reader. Review the following elements a writer includes in a concluding paragraph: transitions and summary. Teacher thinks aloud by modeling how to draw a memorable conclusion.

Independent Writing Practice:

- **Write a Compare and Contrast Essay** - Scholars write a concluding paragraph for their informative essay.

Share Writing:

- Volunteers share their writing with the class. The class identifies summaries and insights in each concluding paragraph.

Learning Opportunities/Strategies:

Lesson 10 - READING: Explain Story Structure

Foundational Skills Mini-Lesson:

- **Prefix *im-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe. Scholars analyze story structure.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 58-64 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What events take place at the end of this?
- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 298
- Student Model

- TE pg. 299
- Teacher Think Aloud

- TE pg. 300
- Student Writing Lesson 8

- TE pg. 300
- Student Writing
- Writing Keyston Checklist

Resources

Lesson 10 - READING: Explain Story Structure

- TE pg. 302
- TE pg. 302
- TE pg. 302
- TE pg. 302 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment* pgs. 58-64
- TE pg. 302 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment* pgs. 58-64
- TE pg. 303 *Jess and Layla's Astronomical Assignment* pgs. 58-64
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Story Structure** - Display and complete with class Story Sequence A graphic organizer to list a time line of the story's events.

Learning Opportunities/Strategies:

Lesson 10 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Consistent Verb Tenses** - Display excerpt to show an example of using consistent verb tenses.

Set the Purpose:

- **Research a Current Topic** - Scholars will write an informative journal article about a recent discovery related to the solar system. Explain that astronomers are constantly learning new things about the solar system. Display questions to consider when researching a topic.

Teach and Model:

- **Research a Current Topic** - Explain that the first step is to decide on a topic and then where the research needs to begin. Explain the research process for using both print and digital sources.

Prepare to Write:

- **Research a Current Topic** - Scholars brainstorm possible three to four topics for research. Then they review several sources for each topic. Based on the list of sources available, scholars choose a topic for further research. Once they have a list of sources they plan to use, scholars take notes about one source following the questions provided.

Independent Writing Practice:

- **Research a Current Topic** - Scholars write a draft about their topic and format a citation for each source.

Share Writing:

- Volunteers share their notes to the class. The class identifies each topic and offer suggestions for further research.

- TE pgs. 304
- Benchmark Vocabulary - gazed, muttering, files, sculptures
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 304
- Story Sequence A Graphic Organizer
- *Jess and Layla's Astronomical Assignment* pgs. 58-64

Resources

Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 311
- *Jess and Layla's Astronomical Assignment*

- TE pg. 308

- TE pg. 308

- TE pg. 309
- Digital Sources

- TE pg. 310
- Digital Options

- TE pg. 310
- Student Research

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 11 - READING: Determine Relationships and Interactions in a Text

Foundational Skills Mini-Lesson:

- **Acronyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that illustrations, photos, diagrams, and other visual elements convey important information. Scholars see how elements in a text relate to each other.
- **Engage Scholars** - Scholars preview *Our Mysterious Universe* to note text features. Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs.4-13 focusing on the text's meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How was Ptolemy's description of the universe different from Copernicus's?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Structure/Features** - Display and complete with class the Three-Column Chart to study a an illustration and its purpose.

Learning Opportunities/Strategies:

Lesson 11 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Adjectives** - Display excerpts to show examples of adjectives.

Set the Purpose:

Resources

Lesson 11 - READING: Determine Relationships and Interactions in a Text

- TE pg. 312
- TE pg. 312
- TE pg. 312
- TE pg. 312
- *Our Mysterious Universe* pgs. 4-13
- Shared Reading Routine TR10-11
- TE pg. 312
- *Our Mysterious Universe* pgs. 4-13
- Think-Pair-Share Routine TR2-3
- TE pg. 313
- *Our Mysterious Universe* pgs. 4-13
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way-Words - terrestrial, debris
- Benchmark Vocabulary - unpredictable, accumulated, hypothesis, theory, revolutionary
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 314_____Three-Column Chart TR40
- *Our Mysterious Universe* pg. 7

Resources

Lesson 11 - WRITING:Informative/Explanatory Writing

- TE pg. 321
- *Our Mysterious Universe*

Grade 5 Reading/Writing

- **Evaluate Sources** - Remind scholars that a reliable source is one with a credible author, valid information, and can be confirmed in multiple sources. Scholars should include more than one perspective in their research writing.

Teach and Model:

- **Evaluate Sources** - Display example of a Works Cited page to show the importance of using the most current sources.

Prepare to Write:

- **Informative/Explanatory Writing** - Scholars evaluate their notes from Lesson 10 to determine which to include in their article. Teach thinks aloud responses to the following questions for scholars to consider: How relevant is the topic? Is the author credible? How current is the source? Is the information specific and accurate? Are multiple perspectives represented in the set of sources selected?

Independent Writing Practice:

- **Informative/Explanatory Writing** - Scholars eliminate sources from Lesson 10 that are not relevant, credible, current, or accurate. They organize notes and write one page synthesizing the information from all their sources into a one page and prepare a Works Cited Page.

Share Writing:

- **Informative/Explanatory Writing** - Volunteers share their Works Cited page with the class. The class identifies whether each list is adequately varied, credible, and relevant.

Learning Opportunities/Strategies:

Lesson 12 - READING: Determine Evidence that Supports an Idea in a Text

Foundational Skills Mini-Lesson:

- **Acronyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of learning meanings of words and phrases in order to better comprehend text. Scholars identify supporting evidence for ideas in a text.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?

- TE pg. 318

- TE pg. 318
- Works Cited Page

- TE pg. 319
- Student's Writing Lesson 10
- Teacher Think Aloud

- TE pg. 320
- Student's Writing Lesson 10
- Digital Options

- TE pg. 320
- Student Works Cited Page

Resources

Lesson 12 - READING: Determine Evidence that Supports an Idea in a Text

- TE pg. 322

- TE pg. 322

- TE pg. 322

Grade 5 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 14-26 focusing on understanding what the text is about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is nuclear fusion?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Domain-Specific Vocabulary** - Teacher thinks aloud to model domain-specific words that describe ideas and terms that apply to a specific academic topic.

Learning Opportunities/Strategies:

Lesson 12 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Adverbs** - Display excerpts to show examples of adverbs.

Set the Purpose:

- **Plan an Informative Journal Article** - Describe scientific journals to scholars.

Teach and Model -

- **Plan an Informative Journal Article** - Scholars examine some scientific journals to view elements (e.g., introduction, formal tone, specific facts, text references to research sources, visuals, Works Cited list).

Prepare to Write:

- **Informative/Explanatory Writing** - Scholars will produce and present a journal article to inform readers. Remind scholars of the following parts of a journal article: Topic, Summary, Explanation, Conclusion, and Visual Elements. Teacher think aloud to model grouping related information in a logical way.

- TE pg. 322
- *Our Mysterious Universe* pgs. 14-26
- Shared Reading Routine TR10-11

- TE pg. 322
- *Angel Island* 99-102 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 323
- *Our Mysterious Universe* pgs. 14-26
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 323-324
- By-the-Way Words - spectrograph/spectrum, photon/photosphere
- Benchmark Vocabulary - recognized, churning
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 324
- *Our Mysterious Universe* pg. 17

Resources

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 331
- *Our Mysterious Universe* pgs. 14-26

- TE pg. 328

- TE pg. 328
- Scientific Journals

- TE pg. 329
- Journal Articles
- Teacher Think Aloud

Grade 5 Reading/Writing

Independent Writing Practice:

- **Informative/Explanatory Writing** - Scholars review sources used for research in Lesson 10 and the page they wrote in Lesson 11. They clearly state the topic they will write about and use a graphic organizer to group information and visuals.

Share Writing:

- Volunteers share their topic statements with the class. The class evaluates the focus of each topic and makes suggestions about broadening or narrowing it as needed.

Learning Opportunities/Strategies:

Lesson 13 - READING: Show How Evidence Supports Particular Points

Foundational Skills Mini-Lesson:

- **Acronyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 27-37 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why might life have existed on Mars?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Reasons/Evidence** - Display and complete with class Web B graphic organizer to show how an author uses reasons and evidence to support the Big Bang Theory.

- TE pg. 330
- Student Writing Lesson 10 and 11
- Graphic Organizer
- Digital Options

- TE pg. 130
- Student Writing

Resources

Lesson 13 - READING: Show How Evidence Supports Particular Points

- TE pg. 332
- TE pg. 332
- TE pg. 332
- TE pg. 332
- *Our Mysterious Universe* pgs. 27-37
- Shared Reading Routine TR10-11
- TE pg. 332
- *Our Mysterious Universe* pgs. 27-37
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *Our Mysterious Universe* pgs. 27-37
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- By-the-Way Words - subatomic particles
- Benchmark Vocabulary - expanding, interacted
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 334
- Web B Graphic Organizer TR45
- *Our Mysterious Universe* pgs. 28

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Linking Verbs and Subject Complements** - Display excerpts to show examples.

Set the Purpose:

- **Draft an Informative Journal Article** - Remind scholars that they have already gathered sources, information, and some prewriting. Scholars follow questions to understand the process of writing a draft.

Teach and Model:

- **Draft an Informative Journal Article** - Use excerpt to show how informational texts effectively convey ideas and information to an audience.

Prepare to Write:

- **Informative/Explanatory Writing** - Display strategies to assist scholars on writing their draft. Encourage scholars to work in pairs or small groups to receive feedback on their draft. Teacher thinks aloud to create a layout for visuals for a presentation.

Independent Writing Practice:

- **Informative/Explanatory Writing** - Scholars draft their informative journal articles based on their graphic organizer from Lesson 12.

Share Writing:

- Volunteers share their drafts with the class. The class identifies the topic of each article and the main idea of each paragraph.

Learning Opportunities/Strategies:

Lesson 14 - READING: Compare and Contrast Ideas

Foundational Skills Mini-Lesson:

- **Acronyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe. Scholars compare-contrast key ideas and details in both texts.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?

Resources

Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 341
- *Our Mysterious Universe*

- TE pg. 338

- TE pg. 338
- *Our Mysterious Universe* pg. 34

- TE pg. 339
- Teacher Think Aloud

- TE pg. 340
- Student Graphic Organizer Lesson 12
- Digital Options

- TE pg. 340
- Student Draft

Resources

Lesson 14 - READING: Compare and Contrast Ideas

- TE pg. 342

- TE pg. 342
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*

- TE pg. 342

Grade 5 Reading/Writing

- **Read** - Use the Shared Reading Routine to review both texts for a reminder of what each text is about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What do both of these texts have in common? How are they different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Compare-Contrast Structure** - Display and complete with class the Compare-Contrast graphic organizer to study how both texts structure giving facts about the universe.

Learning Opportunities/Strategies:

Lesson 14 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Linking Verbs and Subject Complements** - Display sentences to show examples.

Set the Purpose:

- **Revise or Rewrite an Informative Journal Article** - Explain that a well-written journal article depends upon precise word choice, domain-specific language, and transitions.

Teach and Model:

- **Revise or Rewrite an Informative Journal Article** - Use excerpts to show the importance of word choice, domain-specific language, and transitions for successful writing.

Prepare to Write:

- **Revise or Rewrite** - Explain that it is important to edit their journal article to ensure effective organization. Scholars will review each other's drafts. Teacher thinks aloud to model reading a peer's draft and evaluating organization, word

- TE pg. 342 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*

- TE pg. 342 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*

- TE pg. 343
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 344
- Benchmark Vocabulary - hypothesis, astronomy, theory
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 344
- Compare-Contrast Graphic Organizer TR33
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*

Resources

Lesson 14 - WRITING:Informative/Explanatory Writing

- TE pg. 351

- TE pg. 348

- TE pg. 348
- *Our Mysterious Universe* pg. 14

- TE pg. 349
- Student Writing Lesson 13
- Teacher Think Aloud

Grade 5 Reading/Writing

choice, adding visuals, and formatting text differently.

Independent Writing Practice:

- **Revise or Rewrite** - Scholars begin a peer review of the informative journal articles they drafted in Lesson 13. Scholars then revise their own article based on the feedback they received.

Share Writing:

- Volunteers present their journal articles to the class. The class identifies each article's organizational structure and explains how it fits the topic.

Learning Opportunities/Strategies:

Lesson 15 - READING: Determine How Evidence Supports Ideas in a Text

Foundational Skills Mini-Lesson:

- **Acronyms**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of learning meanings of words and phrases in order to better comprehend text.
- **Explore Poetry** - Read and discuss question.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine for first readings pgs. 29-44 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What analogy does the writer use to describe a black hole?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 350
- Student Writing Lesson 13
- Digital Options

- TE pg. 150
- Student Writing

Resources

Lesson 15 - READING: Determine How Evidence Supports Ideas in a Text

- TE pg. T352
- TE pg. 352
- TE pg. 352 *A Black Hole* pg. 64 Text Collection
- TE pg. 352
- TE pg. 352 Shared Reading Routine TR10-11
- *A Black Hole is NOT a Hole* pgs. 29-44 Text Collection
- TE pg. 352 Think-Pair-Share Routine TR2-3
- *A Black Hole is NOT a Hole* pgs. 29-44 Text Collection
- TE pg. 353
- *A Black Hole is NOT a Hole* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 354
- By-the-Way-Words - singularity, event horizon, plasma
- Benchmark Vocabulary - inescapable, intense, boundary, frenzy
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

Grade 5 Reading/Writing

- **Imagery/Repetition** - Examine text and image on pgs. 32-33 to study how the author uses sensory details to support an idea.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Degrees of Comparison** - Display and explain chart that provides examples of degrees.

Set the Purpose:

- **Edit and Proofread an Informative Journal Article** - Explain the process of editing and proofreading a piece of writing.

Teach and Model:

- **Edit and Proofread an Informative Journal Article** - Display excerpts to help see text that is grammatically correct.

Prepare to Write:

- **Edit and Proofread** - Provide checklist for scholars to use as they complete their peer reviews. Teacher thinks aloud to model editing and proofreading with the checklist.

Independent Writing Practice:

- **Edit and Proofread** - Scholars conduct a peer review with their partner using the checklist. Then scholars write an updated version of their journal articles incorporating suggested changes.

Share Writing:

- Volunteers share their updated drafts with the class and give examples of some of the changes they made to their drafts. The class discusses common grammar, capitalization, punctuation, and spelling mistakes to watch out for when editing and proofreading a piece of writing.

Learning Opportunities/Strategies:

Lesson 16 - READING: Determine the Meaning of Vocabulary in a Text

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand the importance of learning

- TE pg. 354
- *A Black Hole is NOT a Hole* Text Collection

Resources

Lesson 15 - WRITING: Informative/Explanatory Writing

- TE pg. 361
- Chart - Degrees of Comparison

- TE pg. 358

- TE pg. 358
- *A Black Hole is NOT a Hole* pgs. 32, 42, and 37

- TE pg. 359
- Peer Review Checklist
- Teacher Think Aloud

- TE pg. 360
- Peer Review Checklist
- Student Writing
- Digital Options

- TE pg. 360
- Student Writing

Resources

Lesson 16 - READING: Determine the Meaning of Vocabulary in a Text

- TE pg. 362

- TE pg. 362

Grade 5 Reading/Writing

meanings of words and phrases in order to better comprehend text.

Explore Resources:

- Scholars read pgs. 56-57 to understand how far away black holes are. Discuss questions.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Follow Shared Reading Routine to read pgs. 44-45 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How did phone static lead to the invention of the radio telescope?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Domain-Specific Vocabulary** - Examine pgs. 49-50 to study how the author uses vocabulary.

Learning Opportunities/Strategies:

Lesson 16 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Degrees of Comparison** - Display excerpts to show the degrees of comparison: positive, comparative, and superlative.

Set the Purpose:

- **Publish and Present an Informative Journal Article** - Scholars will publish the scientific journal article developed in Lessons 12-15. They will use it to deliver a presentation to the class. Explain that this involves putting in visuals and/or multimedia to support the speech.

Teach and Model:

- TE pg. 362 *A Black Hole is NOT a Hole* pgs. 56-57 Text Collection
- TE pg. 362
- TE pg. 362 Shared Reading Routine TR10-11
- *A Black Hole is NOT a Hole* pgs. 44-45 Text Collection
- TE pg. 362 Think-Pair-Share Routine TR2-3
- *A Black Hole is NOT a Hole* pgs. 44-45 Text Collection
- TE pg. 363
- *A Black Hole is NOT a Hole* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 363-364
- By-the-Way Words - intergalactic collisions
- Benchmark Vocabulary - colossal, imploded, relatively, intermediate, probe, symmetric
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 364 *A Black Hole is NOT a Hole*

Resources

Lesson 16 - WRITING:Informative/Explanatory Writing

- TE pg. 371
- *A Black Hole is NOT a Hole* Text Collection
- TE pg. 368
- Student Writing Lessons 12-15

Grade 5 Reading/Writing

- **Publish and Present an Informative Journal Article** - Teacher uses excerpts to show how A Black Hole is NOT a Hole could be adapted into a presentation on black holes.

Prepare to Publish:

- **Prepare to Publish and Present an Article** - Scholars make a clean copy of their draft and highlight main ideas key details to include in their presentation. Display questions for scholars to consider. Provide scholars with a checklist to help them prepare to deliver their presentations. Teacher also models how to prepare to deliver their presentations.

Independent Writing Practice:

- **Prepare to Publish and Present an Article** - Scholars make a clean copy of their draft and then highlight the main ideas and key details they want to include in their presentation. They consider how to engage the audience by adding relevant visuals/multimedia.

Share Writing:

- Scholars give their presentations to the class. The class asks any questions they have about the topic.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Visual Details

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that illustrations, photos, diagrams, and other visual elements convey important information. Scholars compare-contrast how two authors use visuals.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Review both texts focusing on visual details.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What do the illustrations in both texts have in common and how are they different?

- TE pg. 368
- *A Black Hole is NOT a Hole* pgs. 54 and 50 Text Collection

- TE pg. 369
- Student Writing Lessons 12-15
- Presentation Checklist
- Teacher Think Aloud

- TE pg. 370
- Student Writing Lessons 12-15
- Digital Options

- TE pg. 370
- Student Presentations
- Writing Keystone Checklist

Resources

Lesson 17 - READING: Compare and Contrast Visual Details

- TE pg. 372

- TE pg. 372

- TE pg. 372

- TE pg. 372 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment*
- *A Black Hole is NOT a Hole* Text Collection

- TE pg. 372 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment*
- *A Black Hole is NOT a Hole* Text Collection

Grade 5 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast Visuals** - Display and complete with class the T-Chart to compare and contrast the visuals in different texts.

Learning Opportunities/Strategies:

Lesson 17 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Irregular Comparisons** - Display a list to explain that irregular comparisons change form.

Set the Purpose:

- **Compare and Contrast Texts** - Scholars have read several texts related to space, astronomy, and space travel and learned about informative/explanatory writing. They will introduce a topic, organize points to compare-contrast, use facts, examples, and details, and domain-specific vocabulary.

Teach and Model:

- **Compare and Contrast Texts** - Display excerpts to show how the writer uses precise language and domain-specific words to strengthen the essay.

Prepare to Write:

- **Write an Informative/Explanatory Essay** - Scholars must identify a topics from two of the texts and identify information to compare and contrast. Display a Block Method and a Point by Point Method Outline. Scholars choose one method to organize their ideas and then a T-Chart to record similarities and differences.

Independent Writing Practice:

- **Write an Informative/Explanatory Essay** - Scholars complete outline and T-Chart.

- TE pg. 373
- *Jess and Layla's Astronomical Assignment*
- *A Black Hole is NOT a Hole* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 374
- Benchmark Vocabulary - discrimination, persecution sacrifices
- Benchmark Vocabulary Routine for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 374
- T-Chart TR 39
- *Jess and Layla's Astronomical Assignment*
- *A Black Hole is NOT a Hole* Text Collection

Resources

Lesson 17 - WRITING:Informative/Explanatory Writing

- TE pg. 381
- TE pg. 378
- TE pg. 378
- *Our Mysterious Universe*
- TE pg. 379
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*
- *A Black Hole is NOT a Hole* Text Collection
- TE pg. 380
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*
- *A Black Hole is NOT a Hole* Text Collection

Grade 5 Reading/Writing

Share Writing:

- Volunteers shared their writing with the class. The class identifies the two texts being compared and contrasted and one or two of the writer's points.

Learning Opportunities/Strategies:

Lesson 18 - READING: Compare and Contrast Genres

Foundational Skills Mini-Lesson:

- **Greek and Latin Roots**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that scientists continue to study and reveal new information about the universe.
- **Engage Scholars** - Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Read** - Review the texts looking for elements of different genres.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What do the structures of these texts have in common and how are they different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare-Contrast Genres** - Display and complete with class Three Sorting Circles to record how each text addresses the topic of stars.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- Digital Options

- TE pg. 380
- Student Writing

Resources

Lesson 18 - READING: Compare and Contrast Genres

- TE pg.382

- TE pg. 382

- TE pg. 382

- TE pg. 382 Shared Reading Routine TR10-11
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*
- *A Black Hole is NOT a Hole* Text Collection

- TE pg. 382 Think-Pair-Share Routine TR2-3
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*
- *A Black Hole is NOT a Hole* Text Collection

- TE pg. 383 *Jess and Layla's Astronomical Assignment, Our Mysterious Universe, A Black Hole is NOT a Hole*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 384
- Benchmark Vocabulary - universe, revolutionary, probe
- Benchmark Vocabulary Routine for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 384 *Jess and Layla's Astronomical Assignment, Our Mysterious Universe, A Black Hole is NOT a Hole*
- Three Sorting Circles TR41

Resources

Lesson 18 - WRITING: Informative/Explanatory Writing

Grade 5 Reading/Writing

<ul style="list-style-type: none">● Avoid Double Comparisons - Display sentences with an incorrect and correct example. <p>Set the Purpose:</p> <ul style="list-style-type: none">● Develop a Compare-Contrast Essay - Explain and list what scholars will need to do to write an informative/Explanatory essay that compares and contrasts a topic related to space. <p>Teach and Model:</p> <ul style="list-style-type: none">● Develop a Compare-Contrast Essay - Guide scholars through the Student Model. <p>Prepare to Write:</p> <ul style="list-style-type: none">● Write an Informative/Explanatory Essay - Scholars will use their outlines to develop ideas into a coherent compare-contrast essay. Explain to scholars how to review their outline from Lesson 17, use their notes from the texts to develop the topic, add transitions to show comparisons and contrasts, and write a conclusion. <p>Independent Writing Practice:</p> <ul style="list-style-type: none">● Write an Informative/Explanatory Text - Scholars draft their compare-contrast essays. <p>Share Writing:</p> <ul style="list-style-type: none">● Volunteers present their essay to the class. The class identifies the main idea and details in each essay. <p><u>Learning Opportunities/Strategies:</u></p> <p>Performance-Based Assessment</p> <ul style="list-style-type: none">● Informative/Explanatory Task: Write A Science Journal Article - Scholars will conduct short research projects using various sources to create a science journal article about something in the universe that interests them.● Scholars will:<ul style="list-style-type: none">○ clearly introduce their topic.○ group related information in a logical fashion.○ develop the topic with facts, definitions, details, and quotations.○ link ideas using transitions such as <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, and <i>in addition</i>.○ use domain-specific vocabulary to explain the topic.○ include formatting and illustrations to aid comprehension.	<ul style="list-style-type: none">● TE pg. 391● TE pg. 388● TE pg. 388● Student Model● TE pg. 389● Student Outline Lesson 17● Notes from Texts - <i>Jess and Layla's Astronomical Assignment, Our Mysterious Universe, A Black Hole is NOT a Hole</i>● TE pg. 390● Student Outline Lesson 17● <i>Jess and Layla's Astronomical Assignment, Our Mysterious Universe, A Black Hole is NOT a Hole</i>● Digital Options● TE pg. 390● Student Writing <p><u>Resources</u></p> <p>Performance-Based Assessment</p> <ul style="list-style-type: none">● TE pg. 392● Student Reproducible pg. 396
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Grade 5 Reading/Writing

- provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers make sense of texts with unfamiliar words? How do writers convey information in visual ways?
- **Revisit the Text** - Display excerpt to show how the writer begins with a clear introduction to the topic. The book also includes images that support and enhance the information. Scholars conduct research to write their journal articles.
- **Create:** Scholars revisit informative essays from Lessons 1-9 and the journal articles from Lessons 10-16 to review the process they used to develop the finished product. Group scholars and distribute K-W-L Chart for note-taking. They discuss print and digital sources they could use to gather information. Scholars conduct research and draft and proofread their articles.
- **Score Writing:** Use Informative/Explanatory Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or with a group.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- TE pg. 393
- TE pg. 393
- *Jess and Layla's Astronomical Assignment, Our Mysterious Universe, A Black Hole is NOT a Hole*
- TE pg. 394
- note-taking paper
- K-W-L Chart TR35
- Pencils
- *Jess and Layla's Astronomical Assignment, Our Mysterious Universe, A Black Hole is NOT a Hole*
- Research Sources
- Digital Options
- TE pg. 397
- TE pg. 398
- TE pg. 399

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference to discuss self-selected books ● Reading Analysis Extension Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games ● Texts ● Write Books - TikaTok <p>Sleuth - Additional Close Reading Practice</p>	<p>Reader's & Writer's Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference to discuss self-selected books ● Reading Analysis Extension Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games ● Texts ● Write Books - TikaTok <p>Sleuth - Additional Close Reading Practice</p>	<p>Reader's & Writer's Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Guided Writing ● Conference to discuss self-selected books ● Reading Analysis Support Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games ● Texts <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing 	<p>Reader's & Writer's Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Guided Writing ● Conference to discuss self-selected books ● Reading Analysis Support Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games ● Texts <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing

Grade 5 Reading/Writing

Additional Independent Reading - Text Club Routine TR24-27	Additional Independent Reading - Text Club Routine TR24-27	<ul style="list-style-type: none"> Performance-Based Assessment Lesson 	<ul style="list-style-type: none"> Performance-Based Assessment Lesson
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Instruction - Strategic Support	Scaffolded Instruction - English Language Learners
		If...then...Quick Check	If...then...Quick Check
		ReadyUp! Intervention	ReadyUp! Intervention
		Support with Content	Support with Content
		<ul style="list-style-type: none"> Visuals Realia Break Directions Down Into Steps 	<ul style="list-style-type: none"> Visuals Realia Break Directions Down Into Steps Gestures

Unit Four: Exploring New Worlds - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.A.** Read on-level with purpose and understanding.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

Grade 5 Reading/Writing

- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VL.5.2C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.5.1.A.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.AW.5.1.B.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.AW.5.1.C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.AW.5.1.DD.** Provide a conclusion related to the opinion presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

Grade 5 Reading/Writing

- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.C.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Mathematics

- **5.NBT.B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

NJSLS Social Studies

- **6.1.4.B.2** - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.C.8** - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- **6.1.4.C.9** - Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.4.D.15** - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **6.1.4.D.19** - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.8.B.1.b** - Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- **6.1.8.D.1.b** - Explain how interactions among African, European, and Native American groups began a cultural transformation.
- **6.1.8.B.2.b** - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- **6.1.8.D.2.b** - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.1** - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Central Idea / Enduring Understanding:

- Readers understand that comparing and contrasting texts helps them build awareness of similar themes and topics.

Essential/Guiding Question:

How do readers quote accurately from a text when comparing and contrasting themes and topics?

Grade 5 Reading/Writing

<ul style="list-style-type: none"> Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. Learners understand that explorers have had both positive and negative effects on societies. 	<p>How do writers support a point of view with reasons and information?</p>
<p><u>Content (Goals):</u></p> <ul style="list-style-type: none"> Readers will use details in texts to compare and contrast topics. Writers will compose opinion pieces on topics or texts, supporting a point of view with reasons and information and quoting accurately from text. Learners will use explain both positive and negative effects caused by various experiences. <p>Text Complexity Measures - TR48 - TR57 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> Quantitative Measures <ul style="list-style-type: none"> Lexile Qualitative Measures <ul style="list-style-type: none"> Literary/Informational Text Text Structure Language and Vocabulary Theme and Knowledge Demands Reader and Task Consideration <ul style="list-style-type: none"> Motivation, Knowledge, Experiences of Students Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> Author's Purpose and Point of View Historical Context Reasons and Evidence Cause-Effect Relationships Relationships Between Individuals and Concepts Point of View Compare and Contrast Characters Character Motivation Structure Compare and Contrast Responses to Events Analyze Multiple Accounts <p>Writing</p> <ul style="list-style-type: none"> Write an Opinion Write an Introduction Gather Information Create an Outline Write and Revise Revise to Add Transitions Write a Conclusion Write a Draft Revise or Rewrite an Opinion Essay Edit and Proofread an Opinion Essay Present an Opinion Essay Plan and Write an Opinion Essay Compare an Opinion Essay
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> Opinion Task: Write about Exploration - Scholars write an opinion essay stating whether the positive or negative aspects of exploration had a greater effect on societies. Scholars will: <ul style="list-style-type: none"> introduce topic and state an opinion. create an organizational structure in which ideas are logically grouped to support the purpose. provide logically ordered reasons with facts and details to support the opinion. link the opinion with reasons using words, phrases, and clauses. provide a conclusion. provide a list of sources. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> Reading Keystones <ul style="list-style-type: none"> Benchmark Vocabulary Practice Text Analysis Practice/Application Write in Response to Reading Reading Keystone Rubrics <ul style="list-style-type: none"> Reading/Language Analysis Write in Response to Reading Benchmark Vocabulary Writing Keystones: <ul style="list-style-type: none"> Checklists Writing Rubrics: <ul style="list-style-type: none"> Narrative Informative/Explanatory

Grade 5 Reading/Writing

	<ul style="list-style-type: none"> ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Quote Accurately When Explaining a Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Complex Spelling Patterns <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies. Scholars read several texts to see how different authors write about a similar topic. ● Explore Poetry - Read poem/discuss questions ● Engage Scholars - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information? ● Read - Follow Shared Reading Routine to read pgs. 4-7 focusing on what the text is about. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss: According to the text, what are some reasons that people explored new lands? <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> ● Author's Purpose - Complete Sequence Chart. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Quote Accurately When Explaining a Text</p> <ul style="list-style-type: none"> ● TE pg. 12 ● TE pg. 12 ● TE pg. 12 <i>A Map and a Dream</i> Text Collection ● TE pg. 12 ● TE pg. 12 Shared Reading TR10-11 ● <i>Explorers: Triumphs and Troubles</i> ● TE pg. 13 Think-Pair-Share Routine TR2-3 ● <i>Explorers: Triumphs and Troubles</i> ● TE pg. 13 <i>Explorers: Triumphs and Troubles</i> ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion TR6-7 ● TE pgs. 13-14 ● By-the-Way Words - continent, silk ● Benchmark Vocabulary - route, legendary, trade, secretive ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE 3-5 ● TE pg. 14 Sequence Chart TR46 ● <i>Explorers: Triumphs and Troubles</i>

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Gerunds** - Use excerpts to point out gerunds.

Set the Purpose:

- **Analyze Author's Viewpoint** - Remind scholars that writers reveal purpose and viewpoint directly or indirectly through word choice. Scholars think about what they have learned up to this point about Marco Polo and discuss the author's purpose.

Teach and Model:

- **Analyze Author's Viewpoint** - Display excerpt to see how the author reveals his purpose and viewpoint.

Prepare to Write:

- **Write an Opinion** - Scholars examine pgs. 6-7 to pay attention to the author's word choice - *allowed*. Display questions for scholars to consider as they prepare to write. Teacher thinks aloud to model analyzing the viewpoint about the text on pg. 7.

Independent Writing Practice:

- **Write an Opinion** - Scholars write to explain how the author uses purpose and viewpoint to shape the information in the text citing specific examples.

Share Writing:

- Volunteers share their views of the author's viewpoint and purpose in brief class discussion.

Learning Opportunities/Strategies:

Lesson 2 - READING: Determine Main Idea and Key Details

Foundational Skills Mini-Lesson:

- **Morphemes**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies. Scholars read to see how an author expresses more than one main idea.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 21
- *Explorers: Triumphs and Troubles*
- TE pg. 18
- *Explorers: Triumphs and Troubles*
- TE pg. 18
- *Explorers: Triumphs and Troubles* pg. 7
- TE pg. 19
- Teacher Think Aloud
- *Explorers: Triumphs and Troubles* pg. 7
- TE pg. 20
- *Explorers: Triumphs and Troubles*
- Digital Options
- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Determine Main Idea and Key Details

- TE pg. 22
- TE pg. 22
- TE pg. 22

Grade 5 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 8-11 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the purpose and result of Younghusband's expedition to Tibet?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Historical Context** - Display and complete with class the Cause-Effect chart to identify events that influenced the interactions between Francis Younghusband and the Tibetans.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Verbals: Participles** - Display excerpts to discuss and show examples.

Set the Purpose:

- **Analyze Visual Elements** - Scholars flip through the text to get a general idea of the visual elements in the book and discuss reasons for their use.

Teach and Model:

- **Analyze Visual Elements** - Display excerpts to help scholars see that visual elements offer greater insight into the text.

Prepare to Write:

- **Write an Opinion** - Preview text features in *Explorers: Triumphs and Troubles*. Display questions for scholars to consider as they prepare to write. Teacher thinks aloud to model analyzing visual elements.

Independent Writing Practice:

- **Write an Opinion** - Scholars write to analyze how the author uses visuals. They choose one or two

- TE pg. 22 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles* pgs. 8-11

- TE pg. 22 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles* pgs. 8-11

- TE pg. 23 *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 23-24
- By-the-Way Words - altitude sickness, mountain passes
- Benchmark Vocabulary - banned, scorched, campaign, territory
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 24 Cause-Effect Chart TR39
- *Explorers: Triumphs and Troubles* pgs. 8-11

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 31
- *Explorers: Triumphs and Troubles*

- TE pg. 28
- *Explorers: Triumphs and Troubles*

- TE pg. 28
- *Explorers: Triumphs and Troubles*

- TE pg. 28
- Teacher Think Aloud

- TE pg. 29
- *Explorers: Triumphs and Troubles*

Grade 5 Reading/Writing

images in the sections they have read so far and state the author's viewpoint and how the images achieve his purpose.

Share Writing:

- Volunteers share their analyses with the class. The class compares/contrasts what individuals say about the same images.

Learning Opportunities/Strategies:

Lesson 3 - READING: Explain and Identify Reasons and Evidence

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns and Morphemes**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 12-15 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What tactics did Cortes use to conquer the Aztecs?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Craft and Structure** - Scholars use pgs. 12-15 to answer questions. Teacher uses excerpts to model how the author used sensory details and varied sentences.

- Digital Options

- TE pg. 30
- Student's Writing

Resources:

Lesson 3 - READING: Explain and Identify Reasons and Evidence

- TE pg. 32

- TE pg. 32

- TE pg. 32

- TE pg. 32 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles* pgs. 12-15

- TE pg. 32 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles* pgs. 12-15

- TE pg. 33 *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 33-34
- By-the-Way Words - nobles
- Benchmark Vocabulary - temples, fortune, technically, rival, tactic, ruthless
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 34
- *Explorers: Triumphs and Troubles* pgs. 12-15

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Verbals: Infinitives** - Display excerpts to show examples.

Set the Purpose:

- **Analyze Author's Style** - Explain that most authors develop a style that sets them apart from other writers through the use of sentence structure and word choice. Display list of techniques that make up an author's style.

Teach and Model:

- **Analyze Author's Style** - Display excerpt to help scholars begin to describe the author's style.

Prepare to Write:

- **Write an Opinion** - Guided scholars to analyze style by examining the use of sentence structure on pgs. 15 and 13.

Independent Writing Practice:

- **Write an Opinion - Scholars select a passage from *Explorers: Triumphs and Troubles*.** They study sentence length and variety and use a graphic organizer to list unusual words/phrases, descriptive details, and images. Highlight figurative language. Then they write to analyze the author's style and explain how it affects the author's viewpoint using text evidence to support their points.

Share Writing:

- Volunteers share their writing about author's style with the class pointing out the text evidence they chose to support their analysis.

Learning Opportunities/Strategies:

Lesson 4-READING: Determine Main Ideas and Key Details

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns and Morphemes**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How

Resources

Lesson 3 - WRITING: Opinion Writing

- TE pg. 41
- *Explorers: Triumphs and Troubles*
- TE pg. 38
- TE pg. 38
- *Explorers: Triumphs and Troubles* pg. 14
- TE pg. 39
- TE pg. 40
- *Explorers: Triumphs and Troubles*
- Digital Options
- TE pg. 40
- Student Writing

Resources:

Lesson 4-READING: Determine Main Ideas and Key Details

- TE pg. 42
- TE pg. 42
- TE pg. 42

Grade 5 Reading/Writing

do writers support a point of view with reasons and information?

- **Read** - Follow Shared Reading Routine to read pgs. 16-19 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did Pizarro tell Orellana to do, and how did Orellana carry out his orders?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Reasons and Evidence** - Display and complete with class the Three-Column Chart to record the author's opinion of Orellana using reasons and evidence.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display excerpts to show examples. Display and list common pronouns.

Set the Purpose:

- **Develop an Opinion Statement and Introduction** - Explain that writers state opinions in the introduction to an opinion essay to define the issue. Display questions to help scholars to recognize the author's topic.

Teach and Model:

- **Develop an Opinion Statement and Introduction** - Display excerpt to help scholars see how a writer uses facts and evidence to take a side and establish a purpose.

Prepare to Write:

- **Write an Introduction** - Explain that the first step in opinion writing is to choose a topic. A good opinion topic has at least two sides about which people may argue. Scholars use a Compare-Contrast graphic organizer to name the topic and then explain the

- TE pg. 42 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles* pgs. 16-19

- TE pg. 42 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles* pgs. 16-19

- TE pg. 43 *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 43-44
- By-the-Way Word - rain forest, downstream
- Benchmark Vocabulary - Limitless, fierce, mythical, brilliant, catastrophe
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 44 Three-Column Chart TR40
- *Explorers: Triumphs and Troubles*

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51
- *Explorers: Triumphs and Troubles*

- TE pg. 48

- TE pg. 48
- *Explorers: Triumphs and Troubles* pg. 19

- TE pg. 49
- Teacher Think Aloud
- Compare-Contrast Graphic Organizer

Grade 5 Reading/Writing

different sides people might take on the topic.
Teacher thinks aloud to model introducing a topic and taking a side.

Independent Writing Practice:

- **Write an Introduction** - Scholars will write an opinion essay about what motivates an explorer. They will use the following prompt to write their introduction: Did they desire personal gain, or were they intent on advancing people's knowledge of the world?

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence used as support.

Learning Opportunities/Strategies:

Lesson 5 - READING: Determine Purpose and Point of View

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns and Morphemes**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. Scholars determine an author's point of view by analyzing the facts and details in a text.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 20-25 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What types of facts does the writer provide about each explorer?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- TE pg. 50
- Writing Prompt
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Determine Purpose and Point of View

- TE pg. 52

- TE pg. 52

- TE pg. 52

- TE pg. 52 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles* pgs. 20-25

- TE pg. 52 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles* pgs. 20-25

- TE pg. 53
- *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 53-54
- By-the-Way Words - bay, landfall, fleet
- Benchmark Vocabulary - heroic, Aboriginal, indigenous

Grade 5 Reading/Writing

Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Author's Purpose/Point of View** - Display and complete the T-chart with class to record ideas and details to analyze author's viewpoint.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositional Phrases** - Display excerpts to show that a prepositional phrase begins with a preposition and ends with a noun or pronoun.

Set the Purpose:

- **Gather Evidence** - Explain that when you analyze you must gather evidence to support your ideas.

Teach and Model:

- **Gather Evidence** - Display a list describing how evidence can take on different forms. Review the author's opinion of Robert Scott's journey to the South Pole on pg. 21. Display Student Model to show the advantages of having supportive evidence.

Prepare to Write:

- **Gather Information** - Scholars will turn the evidence gathered in Reading Analysis Lesson 5 into complete sentences. They will review the text to see if there is additional information they can add to the chart. Teacher provides examples using pg 10.

Independent Writing Practice:

- **Gather Information** - Scholars write complete sentence for each reason in their graphic organizer, using details that support their viewpoints.

Share Writing:

- Volunteers share one of their sentences with the class. The class guesses the point of view.

Learning Opportunities/Strategies:

Lesson 6 - READING: Identify Organizational Structure

Foundational Skills Mini-Lesson:

- **Prefixes -over-, in-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions are supported by facts and details and are strengthened through effective

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 54 T-Chart TR39
- *Explorers: Triumphs and Troubles* pg. 21

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61
- *Explorers: Triumphs and Troubles*

- TE pg. 58

- TE pg. 58
- *Explorers: Triumphs and Troubles* pg. 21
- Student Model

- TE pg. 59
- T-Chart Lesson 5 Reading Analysis
- *Explorers: Triumphs and Troubles* pg. 10

- TE pg. 60
- T-Chart Lesson 5 Reading Analysis
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Identify Organizational Structure

- TE pg. 62

- TE pg. 62

Grade 5 Reading/Writing

organization and transitions. Scholars learn how an author uses transitions and structure to organize a text.

- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 26-31 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What new information did you learn about the topic of exploration? How is this information organized?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Transitions** - Teacher models by pointing out the transitions the author used on pg. 28 to organize information.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositional Phrases and Compound Objects** - Display excerpts to point out the prepositional phrases and objects.

Set the Purpose:

- **Organize Reasons and Evidence** - Remind scholars that writers organize ideas and details in a logical order so readers can easily follow.

Teach and Model:

- **Organize Reasons and Evidence** - Display and post a list of transitions for scholars to reference. Display excerpts to show how transitions can point out that an idea is similar or different to another idea.

- TE pg. 62

- TE pg. 62 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles* pgs. 26-31

- TE pg. 62 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles* pgs. 26-31

- TE pg. 63 *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 63-64
- By-the-Way-Words - gong, mangrove, swamps, raw materials
- Benchmark Vocabulary - venomous, exhausted, ambition, contempt, decimated
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 64
- *Explorers: Triumphs and Troubles* pg. 28

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 71
- *Explorers: Triumphs and Troubles* pg. 29

- TE pg. 68

- TE pg. 68
- *Explorers: Triumphs and Troubles* pgs. 14-15
- List of Transitions

Grade 5 Reading/Writing

Prepare to Write:

- **Create an Outline** - Remind scholars that in Lesson 5 they gathered evidence to support their point of view on a topic. Now they will put those reasons into paragraph form following a logical order by creating an outline. Teacher models by displaying an outline with an opinion and three reasons guiding scholars to fill in the rest of the outline.

Independent Writing Practice:

- **Create an Outline** - Scholars order the evidence they gathered in Lesson 5 in a logical way that makes sense by creating an outline.

Share Writing:

- Volunteers share their outline with the class and explains why they chose their particular orders.

Learning Opportunities/Strategies:

Lesson 7 - READING: Identify Cause-Effect Relationships

Foundational Skills Mini-Lesson:

- **Prefixes over-, in-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to review the text focusing on the main ideas.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the purpose of the information provided on pgs. 30-31?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 69
- Teacher Modeled Writing (Outline)

- TE pg. 70
- Student Writing Lesson 5
- Digital Options

- TE pg. 70
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 7 - READING: Identify Cause-Effect Relationships

- TE pg. 72

- TE pg. 72

- TE pg. 72

- TE pg. 72 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles*

- TE pg. 72 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles*

- TE pg. 73 *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 73-74
- By-the-Way Words - motorized, haul
- Benchmark Vocabulary - fortune, limitless, traditional, ambition, property
- Benchmark Vocabulary Routine for Informational Text TR24-27

Grade 5 Reading/Writing

Reading Analysis:

- **Cause-Effect Relationships** - Display and complete with class the Cause-Effect graphic organizer to record the causes and effects of the conflict between British explorers and the Tibetan people.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions with Adjective and Adverb Phrases**
- Display excerpts to show examples.

Set the Purpose:

- **Strengthen Reasons and Evidence** - Explain to scholars that not all reasons and evidence in the text are of equal value.

Teach and Model:

- **Strengthen Reasons and Evidence** - Display point of view and read aloud three possible pieces of evidence to support that point of view. Discuss the effectiveness of each piece of evidence.

Prepare to Write:

- **Write and Revise** - Remind scholars that the outline is meant to help them keep their ideas organized as they write. Explain that after they write their first draft, they will participate in a peer review. Walk scholars through the peer revision process.

Independent Writing Practice:

- **Write and Revise** - Scholars draft, peer review, and revise their essays, using their outlines from Lesson 6 to guide them.

Share Writing:

- Volunteers share one part of their revisions with the class. They explain what makes their revisions better than original drafts and also show how they used quotations from the text to support their opinions.

Learning Opportunities/Strategies:

Lesson 8 - READING: Identify Relationships Between Individuals and Concepts

Foundational Skills Mini-Lesson:

- **Prefixes over-, in-**

Build Understanding:

- Generative Vocabulary Chart TE 3-5
- TE pg. 74
- Cause-Effect Graphic Organizer TR32
- *Explorers: Triumphs and Troubles* pg. 8

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- *Explorers: Triumphs and Troubles*

- TE pg. 78

- TE pg. 78
- *Explorers: Triumphs and Troubles* pgs. 11, 25, and 7

- TE pg. 79
- Student Outline

- TE pg. 80
- Student Writing Lesson 6
- Digital Options

- TE pg. 80
- Student Writing

Resources

Lesson 8 - READING: Identify Relationships Between Individuals and Concepts

- TE pg. 82

Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. Scholars study relationships to explain the motivations of explorers and the native people.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to review the text focusing on the concepts and relationships discussed.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do you learn about Marco Polo and his relationship with the Chinese.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relationships** - Display and complete with class the T-Chart to identify details and effects.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Conjunctions** - Display excerpt to show that coordinating conjunctions are one way to connect ideas. List and display conjunctions. .

Set the Purpose:

- **Add Transitions** - Explain that transitions are essential tools to link evidence to reasons and reasons to opinions to make thinking clear.

Teach and Model:

- **Add Transitions** - Explain that transitions link one paragraph to another. Display questions scholars should answer when choosing transitions. List and display transitions that emphasize chronology, that

- TE pg. 82

- TE pg. 82

- TE pg. 82 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles*
- TE pg. 82 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles*

- TE pg. 83 *Explorers: Triumphs and Troubles*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 83-84
- By-the-Way Words - Victorian
- Benchmark Vocabulary - legendary, occupied, bold, catastrophe
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 84 *Explorers: Triumphs and Troubles*
- T-Chart TR 39

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91 *Explorers: Triumphs and Troubles*
- List of Conjunctions

- TE pg. 88

- TE pg. 88
- *Explorers: Triumphs and Troubles* pgs. 14-15
- List of Transitions

Grade 5 Reading/Writing

compare-contrast, and strengthen cause-effect relationships. Display excerpts to show transitions.

Prepare to Write:

- **Revise to Add Transitions** - Scholars consider the organization of their essay from Lesson 7. Explain some common organizational structures - order of importance, compare-contrast, and cause-effect.

Independent Writing Practice:

- **Revise to Add Transitions** - Scholars review essays from Lesson 7 and add or correct transitional words to make their reasoning explicit. Provide list of transitions.

Share Writing:

- Volunteers share some of the effective transitions with the class by reading single paragraphs they have revised. The class identifies the transitions and evidence or reasons and opinions they connect.

Learning Opportunities/Strategies:

Lesson 9 - READING: Determine a Narrator's Influence on Events in a Text

Foundational Skills Mini-Lesson:

- **Prefixes over-, in-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies. Scholars see how a narrator influences perception of the effect explorers have on societies.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 68-73 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does the captain think Pedro will be useful to have on the trip?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 89
- Student Writing Lesson 7

- TE pg. 90
- Student Writing Lesson 7
- List of Transitions
- Digital Options

- TE pg. 90
- Student Writing

Resources

Lesson 9 - READING: Determine a Narrator's Influence on Events in a Text

- TE pg. 92
- TE pg. 92
- TE pg. 92
- TE pg. 92 Shared Reading Routine TR10-11
- *Pedro's Journal* pgs. 68-73 Text Collection
- TE pg. 92 Think-Pair-Share Routine TR2-3
- *Pedro's Journal* pgs. 68-73 Text Collection
- TE pg. 93 *Pedro's Journal* pgs. 68-73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 93-94
- By-the-Way Words - roster, seamanship

Grade 5 Reading/Writing

Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Point of View** - Display and complete with class Web B organizer to show Pedro's perspective.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Interjections** - Display sentences to explain the use of interjections.

Set the Purpose:

- **Develop a Conclusion** - Scholars will write a conclusion to their draft essays. Explain that a good conclusion adds interest and support to the essay and makes it stronger.

Teach and Model:

- **Develop a Conclusion** - Display excerpts from *Explorers: Triumphs and Troubles* to study the question: Were explorers of the past really heroes?

Prepare to Write:

- **Write a Conclusion** - Scholars must review their opinion, main points, and arguments in their essay. Teacher models by restating their main idea and reasons. Teacher thinks aloud to model how to write a final thought.

Independent Writing Practice:

- **Write a Conclusion** - Scholars draft their conclusions. Partners then review each other's conclusions. Display the checklist for partners to follow. Partners should provide feedback about each item on the checklist.

Share Writing:

- Volunteers share their conclusions with the class. The class names each author's point of view and identifies the final thought each writer wants the reader to think about.

Learning Opportunities/Strategies:

Lesson 10 - READING: Determine Character and Event Development

Foundational Skills Mini-Lesson:

- **Prefixes over-, in-**

- Benchmark Vocabulary - dedicate, capable, sullenly
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 94
- Web B TR45
- *Pedro's Journal* pg. 68 Text Collection

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101
- Sentences

- TE pg. 98

- TE pg. 98
- *Explorers: Triumphs and Troubles* pgs. 30-31

- TE pg. 99
- Teacher Modeled Writing
- Teacher Think Aloud

- TE pg. 100
- Student Writing Lesson 8
- Peer Checklist
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 10 - READING: Determine Character and Event Development

- TE pg. 102

Grade 5 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies. Scholars determine how Columbus affected his crew.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 74-77 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why is everyone upset on October 10?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sensory Details/Dialogue** - Focus on how sensory details and dialogue can be used to determine a theme using pgs. 74-75

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Correlative Conjunctions** - Display sentences to show examples of correlative conjunctions.

Set the Purpose:

- **Conduct Research** - Scholars will research multiple sources about Christopher Columbus. Display questions to remind scholars of the importance of evaluating sources.

Teach and Model:

- **Conduct Research** - Display entry to see that even a website may look professional, but is not reliable.

Prepare to Write:

- TE pg. 102
- *Pedro's Journal*

- TE pg. 102

- TE pg. 10 Shared Reading Routine TR10-11
- *Pedro's Journal* pgs. 74-77 Text Collection

- TE pg. 102 Think-Pair-Share Routine TR2-3
- *Pedro's Journal* pgs. 74-77 Text Collection

- TE pg. 103 *Pedro's Journal* pgs. 74-77
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - doublet, gunwale
- Benchmark Vocabulary - betrayed, assent, dispersed
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 104
- *Pedro's Journal* pgs. 74-75 Text Collection

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 111
- Sentences

- TE pg. 108

- TE pg. 108
- Website Entry

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Write an Opinion - Teacher thinks aloud to model how to take notes, paraphrase, summarize, and use direct quotes. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write an Opinion - Scholars research multiple sources about Christopher Columbus and take notes on their findings using a variety of methods (e.g., paraphrasing, summarizing, and using direct quotes). <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their research notes with the class. The class identifies the paraphrases, summaries, and direct quotes in the notes. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 11 - READING: Use Details to Compare and Contrast Elements in a Story</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Compound Words <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. Scholars use details to compare-contrast characters, settings, and events. • Engage Scholars - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information? • Read - Follow Shared Reading Routine to read pgs. 78-83 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss: What did Columbus first notice about the people? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way-Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Language Analysis:</p>	<ul style="list-style-type: none"> • TE pg. 109 • TE pg. 110 • Digital Sources - Christopher Columbus • Digital Options • TE pg. 110 • Student Writing <p><u>Resources</u></p> <p>Lesson 11 - READING: Use Details to Compare and Contrast Elements in a Story</p> <ul style="list-style-type: none"> • TE pg. 112 • TE pg. 112 • TE pg. 112 • TE pg. 112 Shared Reading Routine TR10-11 • <i>Pedro's Journal</i> pgs. 78-83 Text Collection • TE pg. 112 Think-Pair-Share Routine TR2-3 • <i>Pedro's Journal</i> pgs. 78-83 Text Collection • TE pg. 113 <i>Pedro's Journal</i> pgs. 78-83 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 114 • By-the-Way-Words - fathoms, dugout, seized • Benchmark Vocabulary - maneuvering, solemn, docile • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE 3-5
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Grade 5 Reading/Writing

- **Characters** - Display and complete with class Venn Diagram to compare-contrast Columbus and Native people.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Correlative Conjunctions** - Display excerpts to point out that a comma is used with correlative conjunctions.

Set the Purpose:

- **Synthesize Research** - Scholars will combine facts and details from their research findings to make a point. Display questions for scholars to discuss the difference between a paraphrase and a summary.

Teach and Model:

- **Synthesize Research** - Display excerpt and Student Model to help scholars see the difference between a summary and paraphrase.

Prepare to Write:

- **Write an Opinion** - Teacher models to show how to credit a text and online source.

Independent Writing Practice:

- **Write an Opinion** - Scholars write a one page opinion on Christopher Columbus and his explorations. They focus their research on recent information about the explorer in order to state an opinion and to support it with direct quotes, paraphrases, and summaries.

Share Writing:

- Volunteers share their writing with the class. The class identifies the stated opinion, as well as the most interesting supporting fact or detail the writer found in their research.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Details in a Text to Understand Characters

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies. Scholars

- TE pg. 114 Venn Diagram TR43
- *Pedro's Journal* pgs. 79-82 Text Collection

Resources

Lesson 11 - WRITING: Opinion Writing

- TE pg. 121
- *Pedro's Journal* Text Collection

- TE pg. 118

- TE pg. 118
- *Pedro's Journal* pg. 80 Text Collection
- Student Model

- TE pg. 119
- Teacher Modeled Writing

- TE pg. 120
- Student Research Lesson 10
- Digital Options

- TE pg. 120
- Student Writing

Resources

Lesson 12 - READING: Use Details in a Text to Understand Characters

- TE pg. 122

- TE pg. 122
- *Pedro's Journal* Text Collection

Grade 5 Reading/Writing

understand the effects Columbus had on the native societies he encountered.

- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 84-87 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is Pedro's attitude toward Columbus?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character Motivation** - Display and complete with class the T-Chart to record a characters' actions and the motivations behind them.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Independent and Dependent Clauses** - Display sentences to model clauses

Set the Purpose:

- **Plan an Opinion Essay** - Scholars will write an opinion essay based upon the following prompt: Do you think Columbus is portrayed fairly in *Pedro's Journal*? Discuss questions.

Teach and Model:

- **Plan an Opinion Essay** - Display Student Model to show how the student supports their claim that Columbus is portrayed in an unfavorable light.

Prepare to Write:

- **Write an Opinion** - Explain that a statement of opinion represents one side of an issue and is supported with facts and details. Display list of words that indicate opinion. Teacher thinks aloud to

- TE pg. 122

- TE pg. 122 Shared Reading Routine TR10-11
- *Pedro's Journal* pgs. 84-87 Text Collection

- TE pg. 122 Think-Pair-Share Routine TR2-3
- *Pedro's Journal* pgs. 84-87 Text Collection

- TE pg. 123 *Pedro's Journal* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 123-124
- By-the-Way Words - beckoned
- Benchmark Vocabulary - interpreter, meager, pompous
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 124
- T-Chart TR39
- *Pedro's Journal* pgs. 85 Text Collection

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 131
- Sentences

- TE pg. 128

- TE pg. 128
- Student Model

- TE pg. 129
- List of Words Indicating an Opinion
- Teacher Think Aloud

Grade 5 Reading/Writing

model how to state an opinion, determine purpose and audience, and organize information.

Independent Writing Practice:

- **Write an Opinion** - Scholars conduct research about how Columbus has been portrayed. They review information in *Pedro's Journal* and consult at least two other sources. Then they write an opinion about how Columbus has been portrayed.

Share Writing:

- Volunteers share their statements of opinion and supporting reasons with the class. The class identifies the strongest element of support for each opinion.

Learning Opportunities/Strategies:

Lesson 13 - READING: Determine the Meaning of Figurative Language in a Text

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 88-90 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What new events does Pedro describe?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Imagery and Figurative Language** - Scholars focus on pg. 89 and discuss the questions to see how the

- TE pg. 130
- *Pedro's Journal* Text Collection
- Digital Sources
- Digital Options

- TE pg. 130
- Student Writing

Resources

Lesson 13 - READING: Determine the Meaning of Figurative Language in a Text

- TE pg. 132
- TE pg. 132
- TE pg.132
- TE pg. 132 Shared Reading Routine TR10-11
- *Pedro's Journal* pgs. 88-90 Text Collection
- TE pg. 132 Think-Pair-Share Routine TR2-3
- *Pedro's Journal* pgs. 88-90 Text Collection
- TE pg. 133 *Pedro's Journal* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 134
- By-the-Way Words - log entries, inkhorn
- Benchmark Vocabulary - distract, enchanted, striving
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 134
- *Pedro's Journal* pg. 89 Text Collection

Grade 5 Reading/Writing

author's use of imagery and figurative language
shape meaning in the text.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Connecting Independent Clauses** - List and display coordinating conjunctions. Display sentences to show examples.

Set the Purpose:

- **Draft an Opinion Essay** - Scholars will write the first draft of their opinion essays based on their work in Lesson 12. Display questions for scholars to consider as they draft their essay.

Teach and Model:

- **Draft an Opinion Essay** - Display excerpts to help scholars see that Pedro does not approve of Columbus's attitude.

Prepare to Write:

- **Write a Draft** - Teacher thinks aloud to model how to draft an essay with one quick burst and then develop it section by section.

Independent Writing Practice:

- **Write a Draft** - Scholars write a first draft of their opinion essay using the prompt: Based on what you have read about Christopher Columbus, do you think Columbus is portrayed fairly in *Pedro's Journal*?

Share Writing:

- Volunteers share their drafts with the class. The class comments on each writer's reasons and evidence, suggesting which reasons need to be better developed or need more support.

Learning Opportunities/Strategies:

Lesson 14 - READING: Comparing Points of View

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that comparing and contrasting texts helps them build awareness of similar themes and topics. Scholars compare points of view in two texts to see how authors wrote about a similar topic.

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141
- Sentences

- TE pg. 138
- Student Writing Lesson 12

- TE pg. 138
- *Pedro's Journal* pgs. 80 and 82 Text Collection

- TE pg. 139
- Teacher Think Aloud

- TE pg. 140
- Student Writing Lesson 12
- *Pedro's Journal* Text Collection
- Digital Options

- TE pg. 140
- Student Writing

Resources

Lesson 14 - READING: Comparing Points of View

- TE pg. 142

- TE pg. 142
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal* Text Collection

Grade 5 Reading/Writing

- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to review both texts focusing on what the texts are about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are some things each author admires about explorers and finds fault with?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Structure** - Display and complete with class the Three-Column Chart to record how each author organizes chapters.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Subordinating Conjunctions** - List and display subordinating conjunctions. Display Student Model to show examples.

Set the Purpose:

- **Revise and Rewrite** - Display questions to be used during peer reviews of opinion essays.

Teach and Model:

- **Revise and Rewrite** - Display excerpts to show how the writer uses parallel structure, precise language, and descriptive details.

Prepare to Write:

- **Revise or Rewrite an Opinion Essay** - Remind scholars that to revise they should focus on ideas, language, and organization. Display questions to guide scholars as they review their essay's organization. Teacher thinks aloud to model how to

- TE pg. 142

- TE pg. 142 Shared Reading Routine TR10-11
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal* Text Collection

- TE pg. 142 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal* Text Collection

- TE pg. 143 *Explorers: Triumphs and Troubles*
- *Pedro's Journal* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 144
- By-the-Way-Words - inject
- Benchmark Vocabulary - pompous, bold
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 144 Three-Column Chart TR40
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal* Text Collection

Resources

Lesson 14 - WRITING: Opinion Writing

- TE pg. 151
- List of Subordinating Conjunctions

- TE pg. 148
- Student Writing Lesson 13

- TE pg. 148
- *Explorers: Triumphs and Troubles* pgs. 4 and 6

- TE pg. 149
- Teacher Think Aloud

Grade 5 Reading/Writing

add transitions for clarity and to suggest ways to include sensory details and descriptive/figurative language.

Independent Writing Practice:

- **Revise or Rewrite an Opinion Essay** - Place scholars in pairs and have them exchange drafts. Provide a checklist for scholars to use as they review drafts. After peer review, scholars revise or rewrite parts of their essays as needed, incorporating feedback they received.

Share Writing:

- Volunteers share some of their revisions with the class. The class explains how the text has been improved by the changes.

Learning Opportunities/Strategies:

Lesson 15 - READING: Key Ideas that Develop Characters and Events

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies.
- **Explore Poetry** - Read and discuss questions.
- **Engage Scholars** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. 91-95 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the discovery of the ancient cliff dwelling.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 150
- Peer Review Checklist

- TE pg. 150
- Student Writing

Resources

Lesson 15 - READING: Key Ideas that Develop Characters and Events

- TE pg. 152
- TE pg. 152
- TE pg. 122 *Cliff Dwelling* Text Collection
- TE pg. 152
- TE pg. 152 Shared Reading Routine TR10-11
- *Secrets of the Canyon Cave* pgs. 91-95 Text Collection
- TE pg. 152 Think-Pair-Share Routine TR2-3
- *Secrets of the Canyon Cave* pgs. 91-95 Text Collection
- TE pg. 153
- *Secrets of the Canyon Cave* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 154
- By-the-Way-Words - geological phenomena, entrenched meanders
- Benchmark Vocabulary - advantage, immensity, solitude, unison

Grade 5 Reading/Writing

Reading Analysis:

- **Point of View** - Display and complete with class Cause-Effect chart to record Brandon's and Ria's reactions to being partnered.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Correcting Sentence Fragments** - Explain that a sentence fragment does not express a complete thought. Display excerpt examples.

Set the Purpose:

- **Edit and Proofread** - Scholars correct grammar, punctuation, capitalization, and spelling. Explain the difference between revising and editing. Display questions to guide scholars as they edit and proofread.

Teach and Model:

- **Edit and Proofread** - Display Student Model to show the correct format for punctuating a quotation and citing the source.

Prepare to Write:

- **Edit and Proofread an Opinion Essay** - Display checklist for scholars to use as they edit and proofread. Teacher Thinks aloud to model how to edit and proofread.

Independent Writing Practice:

- **Edit and Proofread an Opinion Essay** - Scholars conduct a peer review using checklist and then creates a clean final draft.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence in each paragraph.

Learning Opportunities/Strategies:

Lesson 16 - READING: Use Details and Examples to Talk About Text

Foundational Skills Mini-Lesson:

- **Words from Russian**

Build Understanding:

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 154 Cause-Effect TR32
- *Secrets of the Canyon Cave* Text Collection

Resources

Lesson 15 - WRITING: Opinion Writing

- TE pg. 161
- *Secrets of the Canyon Cave* Text Collection

- TE pg. 158

- TE pg. 158
- Student Model

- TE pg. 159
- Edit and Proofreading Checklist
- Teacher Think Aloud

- TE pg. 160
- Student Draft Lesson 14
- Edit and Proofreading Checklist
- Digital Options

- TE pg. 160
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 16 - READING: Use Details and Examples to Talk About Text

- TE pg. 162

Grade 5 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: Learners understand that explorers have had both positive and negative effects on societies. • Engage Students - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information? • Read - Follow Shared Reading Routine to read pgs. 96-100 focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss the question: Are Brandon and Ria truly explorers? <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Language Analysis:</p> <ul style="list-style-type: none"> • Descriptive Details and Figurative Language - Display and complete with class the Three-Column Chart to record how authors use language to develop mood. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 16 - WRITING: Opinion Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Correct Run-on Sentences - Explain that a run-on sentence joins two independent clauses without proper punctuation. Display excerpt examples. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Publish and Present an Opinion Essay - Explain that the class will hold a debate between two groups: scholars who think portrayal of Columbus in Pedro's Journal is fair and those who think it is unfair. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Publish and Present an Opinion Essay - Explain the following processes: Present an Argument, Anticipate Counterarguments, and Respond to 	<ul style="list-style-type: none"> • TE pg. 162 • TE pg. 162 • TE pg. 162 Shared Reading Routine TR10-11 • <i>Secrets of the Canyon Cave</i> pgs. 96-100 Text Collection • TE pg. 162 Think-Pair-Share Routine TR2-3 • <i>Secrets of the Canyon Cave</i> pgs. 96-100 Text Collection • TE pg. 163 • <i>Secrets of the Canyon Cave</i> Text Collection • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 163-164 • By-the-Way Words - crevices, asterisk • Benchmark Vocabulary - unfurled, detected, interconnected, ingenious • Benchmark Vocabulary Routine for Literary Text TR28-31 • Generative Vocabulary Chart TE 3-5 • TE pg. 164 • Three-Column CHart TR40 • <i>Secrets of the Canyon Cave</i> pg. 95 Text Collection <p><u>Resources</u></p> <p>Lesson 16 - WRITING: Opinion Writing</p> <ul style="list-style-type: none"> • TE pg. 171 • <i>Secrets of the Canyon Cave</i> Text Collection • TE pg. 168 • TE pg. 168
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Grade 5 Reading/Writing

Counterarguments. Display Student Model to show the steps in the process.

Prepare to Publish:

- **Present an Opinion Essay** - Explain that scholars prepare an opening statement, anticipate counterarguments, and responses. Set time limit for presentations. Remind scholars how each group member should contribute. Teacher thinks aloud to model how to respond to a counterargument and how to make a closing.

Independent Writing Practice:

- **Present an Opinion Essay** - Divide class into two groups according to responses in Lesson 12. Display the steps to follow during a debate. Each scholar participates in planning the group's argument and has a chance to speak.

Share Writing:

- Scholars share their written documents with the class. The class identifies the opinion statement, including the reasons and evidence in each paragraph.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Points of View

Foundational Skills Mini-Lesson:

- **Words from Russian**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that comparing and contrasting texts helps them build awareness of similar themes and topics. Scholars see how the author's accounts of Native American legends reveal similar and different points of view.
- **Engage Students** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Follow Shared Reading Routine to read pgs. TR73-76 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What was similar or different about the two stories?

Close Read:

- TE pg. 169

- TE pg. 170
- Student Work Lessons 12-15
- Digital Options

- TE pg. 170
- Student Writing

Resources

Lesson 17 - READING: Compare and Contrast Points of View

- TE pg. 172

- TE pg. 172
- TE pg. 172

- TE pg. 172

- TE pg. 162 Shared Reading Routine TR10-11
- Native American Stories TR73-76

- TE pg. 172 Think-Pair-Share Routine TR2-3
- Native American Stories TR73-76

Grade 5 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare-Contrast Responses to Events** - Display and complete with class the T-Chart TR39 to show characters responses.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Spell Correctly** - Explain to students rules: *i* before *e* except after *c*, or when sounded as *a* as in neighbor. Display the list of exceptions to this rule.

Set the Purpose:

- **Plan an Opinion Essay** - Explain that an opinion essays includes an opinion statement, reasons, and supporting evidence. Display questions to guide scholars as they plan their essay.

Teach and Model:

- **Plan an Opinion Essay** - Display Student Model to help scholars see how the writer states and develops an opinion.

Prepare to Publish:

- **Plan and Write an Opinion Essay** - Display prompt and then teacher thinks aloud to model how to form and state an opinion. Explain that writers must support their opinion with details from the text organized in an outline or using an idea web.

Independent Writing Practice:

- **Plan and Write an Opinion Essay** - Scholars use prompt to plan an opinion essay. Display steps to follow to create an outline.

Share Writing:

- TE pg. 173
- Native American Stories TR73-76
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 174
- By-the-Way-Words - bloodshot, scraped
- Benchmark Vocabulary - various, generation, disgrace
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 174
- T-Chart TR39
- Native American Stories TR73-76

Resources

Lesson 17 - WRITING: Opinion Writing

- TE pg. 181
- List of Exceptions

- TE pg. 178

- TE pg. 178
- Student Model

- TE pg. 179
- Prompt
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal*
- *Secrets of the Canyon Cave*

- TE pg. 180
- Prompt pg. 179
- Digital Options
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal*
- *Secrets of the Canyon Cave*

Grade 5 Reading/Writing

- Volunteers share their outline with the class. The class identifies each statement of opinion and the strongest reason supporting the opinion.

Learning Opportunities/Strategies:

Lesson 18 - READING: Analyze Multiple Accounts

Foundational Skills Mini-Lesson:

- **Words for Russian**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that comparing and contrasting texts helps them build awareness of similar themes and topics. Scholars analyze multiple accounts of the same topic.
- **Explore Poetry** - Read and discuss questions.
- **Engage Students** - Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Read** - Review the texts for an understanding on recalling what the texts are mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how all three texts deal with explorers, both historical and fictional.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Analyze Multiple Accounts** - Display and complete with class the Four-Column Chart to compare-contrast the explorers.

- TE pg. 180
- Student Research

Resources

Lesson 18 - READING: Analyze Multiple Accounts

- TE pg. 182
- TE pg. 182
- *Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave*
- TE pg. 182
- *Learning the World* pg. 121 Text Collection
- TE pg. 182
- TE pg. 182
- *Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave*
- TE pg. 182 Think-Pair-Share Routine TR2-3
- *Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave*
- TE pg. 183
- *Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - limitless, ambitions, enchanted, immensity, solitude
- Benchmark Vocabulary Routine for Literary Text TR28-31 & Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 184 Four-Column Chart TR34
- *Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave*

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Spell Correctly** - Display chart listing examples of the rules for adding a suffix to a word that ends in e.

Set the Purpose:

- **Draft and Revise an Opinion Essay** - Scholars use outline from Lesson 17 to generate a clear and concise opinion statement referring to a main idea from either of the three texts.

Teach and Model:

- **Draft and Revise an Opinion Essay** - Scholars will draft an introductory paragraph followed by body paragraphs based upon their outlines. Explain that each section of an outline should be turned into a paragraph, each detail in an outline should become one sentence, and each sentence should be clearly tied to a piece of text evidence. Display Student Model to provide an opening sentence using a sentence frame.

Prepare to Write:

- **Complete an Opinion Essay** - After scholars complete a draft, they exchange it with a partner. Provide peer review checklist. Teacher thinks aloud to model reacting to feedback.

Independent Writing Practice:

- **Complete an Opinion Essay** - Scholars draft and revise their opinion essays based on the outlines from Lesson 17.

Share Writing:

- Volunteers share their essays with the class. The class identifies the method of organization used in each essay.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Opinion Task: Write about Exploration** - Scholars write an opinion essay stating whether the positive or negative aspects of exploration had a greater effect on societies.
- **Scholars will:**
 - introduce topic and state an opinion.
 - create an organizational structure in which ideas are logically grouped to support the purpose.

Resources

Lesson 18 - WRITING: Opinion Writing

- TE pg. 191
- TE pg. 188
- Student Outline Lesson 17
- *Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave*
- TE pg. 188
- Student Outline Lesson 17
- Student Model
- TE pg. 189
- Student Outline Lesson 17
- Teacher Think Aloud
- TE pg. 190
- Student Outline Lesson 17
- Digital Options
- TE pg. 190
- Student Writing
- Writing Keystone Checklist

Resources

Performance-Based Assessment

- TE pg. 192
- Student Reproducible pg. 196

Grade 5 Reading/Writing

- provide logically ordered reasons with facts and details to support the opinion.
- link the opinion with reasons using words, phrases, and clauses.
- provide a conclusion.
- provide a list of sources.

Prepare:

- **Review** - Discuss Essential Questions: How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information?
- **Revisit the Text** - Remind scholars that each text in the module approached the topic of exploration from a variety of angles. Display excerpt from *Explorers: Triumphs and Troubles* that includes information about the benefits and the costs of what happens when people from one society first encounter members of another. Scholars should information from the texts in the module as well as factual sources on the effects of exploration on societies.

Create:

- Scholars complete the following:
 - review texts in module
 - conduct additional research and note-taking
 - clearly share an opinion (e.g., positive or negative aspects of exploration)
 - use Web B graphic organizer to brainstorm reasons
 - support reasons with text evidence
 - evaluate reasons to determine a structure (e.g., order of importance, time-order)
 - use transition words
 - compose concluding statement
- Group scholars by position to:
 - share reasons that support their opinions
 - find quotes in sources
 - trade drafts for peer review

Score Writing: Use Opinion Writing Rubric

Present: Follow suggestions for scholars to share their writing with the class or with a group.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- TE. pg. 193

- TE. pg. 193
- *Explorers: Triumphs and Troubles*
- *Pedro's Journal*
- *Secrets of the Canyon Cave*
- Digital Sources

- TE pg.194
- notebook, paper
- Web B Graphic Organizer
- Digital Sources
- Texts: *Explorers: Triumphs and Troubles*, *Pedro's Journal*, & *Secrets of the Canyon Cave*
- Digital Options

- TE pg. 197 Opinion Writing Rubric

- TE pg. 198
- Digital Options

- TE pg. 199

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 5 Reading/Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>

Unit 4: - Exploring New Worlds - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Reading/Writing

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.

NJSLS Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.5.1.A.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.AW.5.1.B.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.AW.5.1.C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.AW.5.1.DD.** Provide a conclusion related to the opinion presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade 5 Reading/Writing

- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.C.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Mathematics

- **5.NBT.B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

NJSLS Social Studies

- **6.1.4.A.1** - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- **6.1.4.A.2** - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- **6.1.4.B.1** - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- **6.1.4.B.2** - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.D.1** - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.4.D.2** - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** - Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.13** - Describe how culture is expressed through and influenced by the behavior of people.
- **6.1.4.D.15** - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **6.1.4.D.19** - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.8.B.1.b** - Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- **6.1.8.D.1.b** - Explain how interactions among African, European, and Native American groups began a cultural transformation.
- **6.1.8.B.2.a** - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- **6.1.8.B.2.b** - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- **6.1.8.D.2.b** - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Grade 5 Reading/Writing

NJSLS Career Readiness, Life Literacies, and Key Skills

- **CRP2.** - Apply appropriate academic and technical skills.
- **CRP4.** - Communicate clearly and effectively and with reason.
- **CRP11.** - Use technology to enhance productivity.
- **CRP12.** - Work productively in teams while using cultural global competence.
- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.5.CAP.8** - Identify risks that individuals and households face.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.1** - Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Central Idea / Enduring Understanding:

- Readers understand that texts can have multiple themes and main ideas.
- Writers understand that a conclusion summarizes the opinion presented.
- Learners understand that exploration and settlement altered people's views and understanding of the world.

Essential/Guiding Question:

How do readers determine multiple themes and main ideas?

How do writers develop a strong conclusion when writing an opinion?

Content (Goals):

- Readers will identify multiple themes and ideas in various texts.
- Writers will state and support an opinion and include a strong conclusion.
- Learners will explain how exploration and settlement changed people's view about the world.

Skills(Objectives):

Reading

- Compare and Contrast Characters
- Make Inferences About Causes
- Sequence
- Cause-Effect Relationships
- Relationships Between Individuals and Events
- Main Ideas and Key Details
- Reasons and Evidence
- Multiple Accounts
- Key Ideas and Details: Determine Theme

Writing

- Select a Topic and Point of View
- Take Notes to Draft an Editorial
- Choose an Organizational Structure
- Write an Editorial
- Draft an Editorial
- Review a Draft for Tone and Voice
- Revise an Editorial
- Edit an Editorial
- Prepare to Present
- Anticipate and Refute a Counter argument
- Revise for Organization and Clarity
- Write a Conclusion
- Revise and Strengthen a Draft

Grade 5 Reading/Writing

- Write an Opinion
- State an Opinion and Make a Plan
- Write a Viewpoint in an Opinion Essay

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Opinion Task:** Write an Opinion Essay - Scholars will refer to pgs. 30-31 of Explorers of North America and use what they have learned about explorations in history and preparing for the unknown to write an opinion essay. They will name five items they think would be the most important to bring on an exploration.
- **Scholars will:**
 - introduce the topic and state their opinions.
 - use an organizational structure in which ideas are logically grouped to support why these items would be the most important.
 - provide logically ordered reasons with facts and details to support their opinions.
 - link their opinions with reasons using words, phrases, and clauses.
 - provide a conclusion.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Compare-Contrast Characters

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas. Scholars compare two main characters.
- **Explore Poetry** - Read and discuss theme.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 1-11 focusing on what the text is about.

Resources:

Lesson 1 - READING: Compare-Contrast Characters

- TE pg. 212
- TE pg. 212
- *Beyond the Horizon*
- TE pg. 212 *Latitude Longitude Dreams* pg. 124 Text Collection
- TE pg. 212
- TE pg. 212 Shared Reading Routine TR10-11
- *Beyond the Horizon* pgs. 1-11

Grade 5 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What main events occur in these opening pages?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Display and complete with class Venn Diagram to compare-contrast Father's and Sarah's actions.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Compound Subjects** - Display excerpts to show examples of how subjects and verbs have to agree in number.

Set the Purpose:

- **Choose an Issue** - Scholars will choose an issue to write about in an editorial. Explain that an editorial is an article that gives an opinion about an issue. Display the elements of an editorial.

Teach and Model:

- **Choose an Issue** - Display excerpts to identify topics and points of view in the story.

Prepare to Write:

- **Select a Topic and Point of View** - Provide scholars with several examples of editorials from newspapers, either print or online. Explain that the purpose of an editorial is to persuade and the audience determines how it is shaped. Teacher thinks aloud to model finding a topic by thinking about *Beyond the Horizon* and what is already known and how a writer will write their editorials as someone at the time.

Independent Writing Practice:

- TE pg. 212 Think-Pair-Share Routine TR2-3
- *Beyond the Horizon* pgs. 1-11

- TE pg. 213
- *Beyond the Horizon* pgs. 1-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 213-214
- By-the-Way Words - breeches, tunic, doublet
- Benchmark Vocabulary - wager, wondrous, barbarous, pondered
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 214
- Venn Diagram TR43
- *Beyond the Horizon* pg. 4

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 221
- *Beyond the Horizon*

- TE pg. 218

- TE pg. 219
- *Beyond the Horizon* pg. 6

- TE pg. 219
- Teacher Think Aloud
- Sample Editorials
- *Beyond the Horizon* pgs. 1-11

Grade 5 Reading/Writing

- **Select a Topic and Point of View** - Scholars choose an issue related to *Beyond the Horizon*. They then write a summary of the issue from the point of view of someone living during the 1500's who has experience exploring or with explorers.

Share Writing:

- Volunteers share their writing with the class. The class identifies each issue and point of view.

Learning Opportunities/Strategies:

Lesson 2 - READING: Identify Characters' Motives

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 12-21 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What happens in this part of the book.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Inferences About Causes** - Display and complete Cause-Effect Chart to record why Cook hires Sarah.

- TE pg. 220
- *Beyond the Horizon* pgs. 1-11
- Digital Options

- TE pg. 220
- Student Writing

Resources:

Lesson 2 - READING: Identify Characters' Motives

- TE pg. 222
- TE pg. 222
- TE pg. 222
- TE pg. 222 Shared Reading Routine TR10-11
- *Beyond the Horizon* pgs. 12-21
- TE pg. 222 Think-Pair-Share Routine TR2-3
- *Beyond the Horizon* pgs. 12-21
- TE pg. 223
- *Beyond the Horizon* pgs. 12-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 223-224
- By-the-Way Words - galley, planks, doldrums, gales
- Benchmark Vocabulary - verdict, mate, sustenance, treaty
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 224 Cause-Effect Chart TR32
- *Beyond the Horizon* pgs. 12-14

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Compound Verbs** - Display excerpts to show examples of how subjects and verbs have to agree in number.

Set the Purpose:

- **Gather Evidence for an Editorial** - Scholars will gather text evidence to support their opinions. Display questions as scholars consider how writers use reasons/evidence to support views.

Teach and Model:

- **Gather Evidence for an Editorial** - Display the Student Model to show finding evidence in a source and figuring out how to use it.

Prepare to Write:

- **Take Notes to Draft an Editorial** - Scholars will be gathering evidence related to the issue they chose for their editorial. Scholars review their summary from Lesson 1 and reread pgs. 4-21 in *Beyond the Horizon* to take notes. Teacher thinks aloud to model rereading for support, weighing an issue based on the text, and deciding an opinion.

Independent Writing Practice:

- **Take Notes to Draft an Editorial** - Scholars follow the steps: Reread, Weigh, Decide Opinion to identify three strong reasons supported by text evidence from *Beyond the Horizon* to support their views.

Share Writing:

- Volunteers share their opinion statements and reasons with the class. The class uses their knowledge of *Beyond the Horizon* and other sources to discuss evidence to support each opinion. Volunteers should record ideas from the discussion to use as they draft their editorial.

Learning Opportunities/Strategies:

Lesson 3 - READING: Identify Perspective on Events

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas. Scholars view events from the perspective of one character.

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 231
- *Beyond the Horizon*
- TE pg. 228
- TE pg. 228
- Student Model
- TE pg. 229
- Student Summary Lesson 1
- Teacher Think Aloud
- *Beyond the Horizon* pgs. 4-21
- TE pg. 230
- Student Summary Lesson 1
- *Beyond the Horizon* pgs. 4-21
- Digital Sources
- Digital Options
- TE pg. 230
- Student Writing

Resources:

Lesson 3 - READING: Identify Perspective on Events

- TE pg. 232
- TE pg. 232

Grade 5 Reading/Writing

- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 22-31 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: By the end of Chapter 2, Sarah is in trouble. What events lead up to this conflict?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Sequence** - Display and complete with class the Story Sequence B Chart to record how Sarah would retell what happens to her in this part of the story.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Phrases** - Display excerpts to show that the verb should agree with the subject.

Set the Purpose:

- **Organize Reasons and Evidence for an Editorial** - Explain that organization will make their editorials more convincing. Explain the different organization structures: time-order, cause-effect, or order of importance. The use of transitions and headings also organize information.

Teach and Model:

- **Organize Reasons and Evidence for an Editorial** - Display Student Model to show an example of a topic sentence.

Prepare to Write:

- TE pg. 232
- TE pg. 232 Shared Reading Routine TR10-11
- *Beyond the Horizon* pgs. 22-31
- TE pg. 232 Think-Pair-Share Routine TR2-3
- *Beyond the Horizon* pgs. 22-31

- TE pg. 233
- *Beyond the Horizon* pgs. 22-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 33-34
- By-the-Way Words - mangroves, gunwales
- Benchmark Vocabulary - berth, barrows, pungent, bullock
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 234
- Story Sequence B Chart TR38
- *Beyond the Horizon* pgs. 22-31

Resources

Lesson 3 - WRITING: Opinion Writing

- TE pg. 241
- *Beyond the Horizon*

- TE pg. 238

- TE pg. 238
- Student Model

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Choose an Organizational Structure - Explain that effective editorials have logically ordered reasons and evidence. Display outline. Teacher models part of the outline process. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Choose an Organizational Structure - Scholars develop an outline that shows a logical structure using their notes. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share their outlines with the class. The class identifies their structure and offers suggestions for how scholars could emphasize or make the structure clear when they draft their editorials. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 4 - READING: Evaluate Words and Sentence Structure</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Complex Spelling Patterns <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world. Scholars focus on how author's craft tell the story and themes. ● Engage Scholars - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion? ● Read - Follow Shared Reading Routine to read pgs. 32-39 focusing on what the text is about. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss: Where are the characters in this part of the story, and what are they thinking and doing? <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● By-the-Way-Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. 	<ul style="list-style-type: none"> ● TE pg. 239 ● Outline ● Teacher Think Aloud <ul style="list-style-type: none"> ● TE pg. 240 ● Student Writing Lesson 2 ● Digital Options <ul style="list-style-type: none"> ● TE pg. 240 ● Student Writing <p><u>Resources:</u></p> <p>Lesson 4 - READING: Evaluate Words and Sentence Structure</p> <ul style="list-style-type: none"> ● TE pg. 242 <ul style="list-style-type: none"> ● TE pg. 242 <ul style="list-style-type: none"> ● TE pg. 242 <ul style="list-style-type: none"> ● TE pg. 242 Shared Reading Routine TR10-11 ● <i>Beyond the Horizon</i> pgs. 32-39 ● TE pg. 242 Think-Pair-Share Routine TR2-3 ● <i>Beyond the Horizon</i> pgs. 32-39 <ul style="list-style-type: none"> ● TE pg. 243 ● <i>Beyond the Horizon</i> pgs. 32-39 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion TR6-7 <ul style="list-style-type: none"> ● TE pgs. 243-244 ● By-the-Way-Words - weigh anchor, thatched ● Benchmark Vocabulary - tidings, anguish, channel, silhouette ● Benchmark Vocabulary Routine for Literary Text TR24-27 ● Generative Vocabulary Chart TE 203-205
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Grade 5 Reading/Writing

Language Analysis:

- **Word Choice/Sentence Structure** - Display and complete with class the Four-Column Chart to study the author's word choice.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Indefinite Pronouns** - - Display excerpts to show examples.

Set the Purpose:

- **Strengthen Reasons and Evidence in an Editorial** - Remind scholars that their editorial audience are people living during the 1500s who want to explore a new land. Writers must evaluate their reasons and evidence to determine whether they are relevant, sufficient, and convincing enough.

Teach and Model:

- **Strengthen Reasons and Evidence in an Editorial** - Display Student Model to study if there is enough evidence to prove the writer's point.

Prepare to Write:

- **Write an Editorial** - Scholars will conduct peer reviews to evaluate partner's use of reasons and evidence. Display steps to guide scholars in their evaluations. Teacher thinks aloud steps to model identifying the opinion and reasons, consider organization, and make suggestions for revision.

Independent Writing Practice:

- **Write an Editorial** - Scholars write their editorial drafts to persuade the audience that exploration is or is not worth it, or should or should not be undertaken.

Share Writing:

- Volunteers share their drafts with the class. The class identifies an effective use of reasons and evidence in each editorial.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Scenes in a Novel

Foundational Skills Mini-Lesson:

- **Complex Spelling Patterns**

Build Understanding:

- TE pg. 244
- Four-Column Chart TR34
- *Beyond the Horizon* pg. 35

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 251
- *Beyond the Horizon*

- TE pg. 248

- TE pg. 248
- Student Model

- TE pg. 249
- Teacher Think Aloud

- TE pg. 250
- Digital Options

- TE pg. 250
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 5 - READING: Understand Scenes in a Novel

- TE pg. 252

Grade 5 Reading/Writing

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas.
- **Engage Scholars** - Essential Question: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 40-47 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What communication problems do Sarah and Priya's family face? How are they able to overcome some of these difficulties.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literal Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Structure and Text Features** - Display and complete with class the Three-Column Chart to make connections between scenes in a story and illustrations to understand changes in a narrative more deeply.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Collective Nouns** - Display excerpts to show examples.

Set the Purpose:

- **Develop Appropriate Tone and Voice in an Editorial** - Explain that tone is an author's attitude towards the topic and voice is an author's individual style. Tone should be appropriate for the writer's purpose and audience. The purpose is to persuade as well as engage the audience's interest.

Teach and Model:

- **Develop Appropriate Tone and Voice in an Editorial** - Use the Student Model to identify tone in an editorial.

- TE pg. 252
- TE pg. 252
- TE pg. 252 Shared Reading Routine TR10-11
- *Beyond the Horizon* pgs. 40-47
- TE pg. 252 Think-Pair-Share Routine TR2-3
- *Beyond the Horizon* pgs. 40-47

- TE pg. 253
- *Beyond the Horizon* pgs. 40-47
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - darts
- Benchmark Vocabulary - tethered, liltling
- Benchmark Vocabulary Routine for Literal Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 254
- Three-Column Chart TR40
- *Beyond the Horizon* pgs. 40

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg.261
- *Beyond the Horizon*

- TE pg. 258

- TE pg. 259
- Student Model

Grade 5 Reading/Writing

Prepare to Write:

- **Review a Draft for Tone and Voice** - Display guiding questions regarding tone. Teacher thinks aloud to evaluate tone, mark passages that do not support their purpose or might lose their audience's interest, and revising tone.

Independent Writing Practice:

- **Review a Draft for Tone and Voice** - Scholars conduct a peer review of their editorial drafts. During reviews, scholars identify ways to revise sentences to develop an engaging, effective, and interesting voice. After peer review, scholars revise their drafts based on their partner's feedback.

Share Writing:

- Volunteers share a revised paragraph with the class. The class identifies passages that show a firm, persuasive tone, while still engaging the audience.

Learning Opportunities/Strategies:

Lesson 6 - READING: Identify Cause-Effect Relationships in Fiction

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world. Scholars think about what causes events to occur and what happens as a result.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 48-55 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do two separate worlds come into contact and conflict in the opening pages of Chapter 4?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 259
- Student Writing Lesson 4
- Teacher Think Aloud

- TE pg. 260
- Digital Options

- TE pg. 260
- Student Writing

Resources:

Lesson 6 - READING: Identify Cause-Effect Relationships in Fiction

- TE pg. 262

- TE pg. 262

- TE pg. 262

- TE pg. 262 Shared Reading Routine TR10-11
- *Beyond the Horizon* pgs. 48-55

- TE pg. 262 Think-Pair-Share Routine TR2-3
- *Beyond the Horizon* pgs. 48-55

- TE pg. 263
- *Beyond the Horizon* pgs. 48-55
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Cause-Effect** - Display and complete with class the Cause-Effect organizer to find cause-effect relationships in the novel.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Collective Nouns** - Display excerpts to show examples.

Set the Purpose:

- **Address Opposing Viewpoints in an Editorial** - Explain that in an editorial, it is assumed that the writer considered multiple views before choosing a side. When addressing a counter argument, the writer needs to point out its flaws.

Teach and Model:

- **Address Opposing Viewpoints in an Editorial** - Display Student Model to analyze counterarguments in an editorial.

Prepare to Write:

- **Anticipate and Refute a Counterargument** - Explain that by acknowledging other views, writers use evidence to reject counterarguments and support their own arguments. Display questions for scholars to consider. Explain that effective writing anticipates and addresses counterarguments. Teacher thinks aloud to model choosing an appropriate tone and using evidence to refute a counterargument.

Independent Writing Practice:

- **Anticipate and Refute a Counter Argument** - Scholars revise their editorials to include opposing viewpoints.

Share Writing:

- Volunteers share one paragraph that uses a counterargument with the class. The class identifies the argument and evidence used to refute each counterargument.

- TE pgs. 263-264
- By-the-Way Words - scythes
- Benchmark Vocabulary - anchorage, tarry, imploring
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 264 Cause-Effect TR32
- *Beyond the Horizon* pgs. 48-55

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 271
- *Beyond the Horizon*

- TE pg. 268

- TE pg.268
- Student Model

- TE pg. 269
- Teacher Think Aloud

- TE pg. 270
- Student Writing Lesson 5
- Digital Options

- TE pg. 270
- Student Writing

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Learning Opportunities/Strategies:

Lesson 7 - READING: Analyze Cause-Effect Relationships in Fiction

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 56-64 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: At the end of the story, Sarah thanks "fate for giving her the chance to repay" her debt to Priya. What is Sarah's debt and how does she repay it?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations** - Display and complete with class the Cause-Effect organizer to record evidence in the novel of how and why someone changes over time.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Hard-to-Find Subjects** - Display excerpts to show examples that when a subject comes after the verb, it still must agree with it in number.

Set the Purpose:

- **Add Transitions to an Editorial** - Explain that transitions organize ideas, clarify the organization

Resources

Lesson 7 - READING: Analyze Cause-Effect Relationships in Fiction

- TE pg. 272
- TE pg. 272
- TE pg. 272
- TE pg. 272 Shared Reading Routine TR10-11
- *Beyond the Horizon* pgs. 56-64
- TE pg. 272 Think-Pair-Share Routine TR2-3
- *Beyond the Horizon* pgs. 56-64
- TE pg. 273 *Beyond the Horizon* pgs. 56-64
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - churn
- Benchmark Vocabulary - precaution, regardless, revelation
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 274
- Cause-Effect TR32
- *Beyond the Horizon* pgs. 56-64

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 281
- *Beyond the Horizon*
- TE pg. 278

Grade 5 Reading/Writing

and purpose for the audience, and strengthen the editorial. Explain the different types of transitions relevant to the type of organization that appears in editorial: order of importance, problem-solution, compare-contrast.

Teach and Model:

- **Add Transitions to an Editorial** - Display Student Model example of a problem-solution editorial.

Prepare to Write:

- **Revise for Organization and Clarity** - Display questions to assist scholars in using transitions. Teacher reads aloud to model identifying ideas to connect. Display Transition Words Chart.

Independent Writing Practice:

- **Revise for Organization and Clarity** - Scholars conduct another peer review of their drafts to suggest where connections can be strengthened by adding transitions.

Share Writing:

- Volunteers share drafts with the class. The class identifies transitions and decide of evidence is needed to support their opinion statements in each draft.

Learning Opportunities/Strategies:

Lesson 8 - READING: Analyze Text Structure in a Novel

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that a conclusion summarizes the opinion presented. Scholars study how the plot and theme of the story is developed through the entire novel.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to review the novel focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are some of the conflicts that are resolved by the end of the novel?

Close Read:

- TE pg. 278

- TE pg. 279
- Teacher Read Aloud
- Transition Word Chart

- TE pg. 280
- Student Writing Lesson 6
- Transition Word Chart
- Digital Options

- TE pg. 280
- Student Writing

Resources

Lesson 8 - READING: Analyze Text Structure in a Novel

- TE pg. 282

- TE pg. 282

- TE pg. 282

- TE pg. 282 Shared Reading Routine TR10-11
- *Beyond the Horizon*

- TE pg. 282
- Think-Pair-Share Routine TR2-3
- *Beyond the Horizon*

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- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Structure** - Display and complete with class the T-Chart to analyze the text structure by looking at what happens in each chapter.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Punctuating Items in a Series: Commas** - Display excerpts to show an examples.

Set the Purpose:

- **Develop a Conclusion** - Display the main parts of an editorial: Introduction, Body, Conclusion. Display the elements of a strong editorial conclusion.

Teach and Model:

- **Develop a Conclusion** - Display Student Model to show a strong conclusion that leaves the reader with a solid impression and a call to action.

Prepare to Write:

- **Write a Conclusion** - Explain that a conclusion sums up the main opinion and key points of the issue, as well as proposes a solution or call for action. Display questions to guide scholars as they draft a conclusion. Scholars should review their draft and list the important ideas they want to restate in their conclusion. Teacher thinks aloud to model how to restate the solution and make a call to action.

Independent Writing Practice:

- **Write a Conclusion** - Scholars draft a conclusion to their editorial and then exchange it with partners for peer review. Partners comment on the conclusion using sticky notes for suggestions.

Share Writing:

- Scholars present their conclusions to the class. The class decides if each conclusion includes all of the elements of an editorial conclusion.

- TE pg. 283
- *Beyond the Horizon*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 283-284
- Benchmark Vocabulary - sustenance, provisions, peasants, wielding, grudgingly
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 284
- T-Chart TR39
- *Beyond the Horizon*

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 291
- *Beyond the Horizon*
- TE pg. 288
- Elements of an Editorial Conclusion
- TE pg. 288
- Student Model
- TE pg. 289
- Teacher Think Aloud
- TE pg. 290
- Student Draft
- Digital Options
- TE pg. 290
- Student Writing
- Elements of an Editorial Conclusion pg. 288

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - READING: Explain an Author's Use of Reasons and Evidence

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas.
- **Explore Poetry** - Read and discuss questions.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read Chapter 1 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How was Leif Erikson's voyage different from Christopher Columbus's?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Visual Elements** - Class looks at illustrations on pgs. 6 and 9 to see how text features help readers comprehend the text by giving them more information and helps them visualize.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Punctuating Items in a Series: Semicolons** - Display excerpts to show how semicolons are used.

Set the Purpose:

- **Revise Drafts** - List the elements of an editorial.

Resources

Lesson 9 - READING: Explain an Author's Use of Reasons and Evidence

- TE pg. 292
- TE pg. 292
- TE pg. 292 *Early Explorers* pg. 126 Txt Collection
- TE pg. 292
- TE pg. 82 Shared Reading Routine TR10-11
- *Explorers of North America* Chapter 1
- TE pg. 292
- Think-Pair-Share Routine TR2-3
- *Explorers of North America* Chapter 1
- TE pg. 293
- *Explorers of North America* Chapter 1
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Words - trade route, narrowest
- Benchmark Vocabulary - voyage
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 294
- *Explorers of North America* pgs. 6 and 9

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 301
- *Explorers of North America*
- TE pg. 298
- Elements of an Editorial

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Teach and Model:

- **Revise Drafts** - Display excerpts to point out editorial elements.

Prepare to Write:

- **Revise and Strengthen a Draft** - Display the key elements checklist as a guide before scholars finalize their drafts. Teacher thinks aloud to model stating an opinion and presenting counter arguments.

Independent Writing Practice:

- **Revise and Strengthen a Draft** - Scholars revise their editorial drafts using the checklist as a guide to rearrange and cut or revise as needed. Conduct peer reviews one last time to identify any weaknesses, and then scholars make any last changes based on feedback.

Share Writing:

- Volunteers present their drafts to the class. The class decides whether the editorials need any extra evidence to be more persuasive.

Learning Opportunities/Strategies:

Lesson 10 - READING: Explain Interactions Between Elements in a Historical Text

Foundational Skills Mini-Lesson:

- **Word Families**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read Chapter 2 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why did traders want to find a sea route to Asia?
- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 298
- *Yes, Virginia. There is a Santa Claus* by Frank Church 1897

- TE pg. 299
- Editorial Elements Checklist
- Teacher Think Aloud

- TE pg. 300
- Student Writing Lesson 8
- Editorial Elements Checklist

- TE pg. 300
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 10 - READING: Explain Interactions Between Elements in a Historical Text

- TE pg. 302

- TE pg. 302

- TE pg. 302

- TE pg. 302 Shared Reading Routine TR10-11
- *Explorers of North America* Chapter 2

- TE pg. 302
- Think-Pair-Share Routine TR2-3
- *Explorers of North America* Chapter 2

- TE pg. 303
- *Explorers of North America* Chapter 2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 5 Reading/Writing

- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relationships Between Individuals and Events** - Display and complete with class Cause-Effect graphic organizer to choose three events (effects) in Chapter 2 and find reasons (causes) for each.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Commas with Introductory Elements** - Display excerpts to show examples.

Set the Purpose:

- **Synthesize Research** - Scholars will choose and combine details from the research they gathered. Explain that scholars summarize information in their own words or place quotations around exact words. Remind scholars that not giving proper credit is plagiarism.

Teach and Model:

- **Synthesize Research** - Display Student Model to show examples of quoting, summarizing, and paraphrasing.

Prepare to Write:

- **Write an Opinion** - Explain that opinion writing requires research but features the writer's thoughts about a topic. Display questions to guide scholars when writing an opinion piece. Teacher thinks aloud to model using transitions and choosing descriptive details.

Independent Writing Practice:

- Scholars research multiple print and digital sources to find information about their chosen explorers by taking notes and tracking sources.

Share Writing:

- Volunteers share their chosen explorers with the class and briefly explains why they were drawn to this choice. Scholars choosing the same explorer share their research with one another.

- TE pgs. 303-304
- By-the-Way Words - goods
- Benchmark Vocabulary - expensive
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 304
- Cause-Effect Graphic Organizer TR32
- *Explorers of North America* Chapter 2

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 311
- *Explorers of North America*

- TE pg. 308

- TE pg. 308

- TE pg. 309
- Teacher Think Aloud

- TE pg. 310
- Print and Digital Options

- TE pg. 310
- Student Explorer Research

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 11 - READING: Determine Main Ideas in a Text

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas. Scholars analyze author's word choices to see how they convey main ideas.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read Chapter 3 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What details from the text tell you something about Hernan Cortes?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Choice and Descriptive Details** - Focus on excerpts from pgs. 17, 18, 19, and 20 to study how writers choose to repeat key words or use similar words for emphasis.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Commas with Introductory Elements** - Display excerpts to show examples.

Set the Purpose:

- **Synthesize Research** - Scholars choose and combine relevant details using the research gathered. Explain that information should be summarized in their own words or quotations placed

Resources

Lesson 11 - READING: Determine Main Ideas in a Text

- TE pg. 312
- TE pg. 312
- TE pg. 312
- TE pg. 312 Shared Reading Routine TR10-11
- *Explorers of North America* Chapter 3
- TE pg. 312
- *Explorers of North America* Chapter 3
- Think-Pair-Share Routine TR2-3
- TE pg. 313
- *Explorers of North America* Chapter 3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way-Words - ruins
- Benchmark Vocabulary - capital, victory
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 314
- *Explorers of North America* pgs. 17, 18, 19, and 20

Resources

Lesson 11 - WRITING: Opening Writing

- TE pg. 321
- *Explorers of North America*
- TE pg. 318

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around exact words. Remind that without giving proper credit is plagiarism.

Teach and Model:

- **Synthesize Research** - Display Student Model to show examples of quoting, summarizing, and paraphrasing.

Prepare to Write:

- **Write an Opinion** - Explain that opinion writing requires research but features the writer's thoughts about a topic. Display questions to guide scholars when writing an opinion piece. Teacher thinks aloud to model using transitions and to choose descriptive details.

Independent Writing Practice:

- **Write an Opinion** - Scholars write a summary to synthesize their findings about their chosen explorers prepared for a voyage.

Share Writing:

- Volunteers share their writing in small groups. Listeners respond by asking questions related to the summaries. Scholars writing about the same explorer compare-contrast points each writer makes and the different sources used.

Learning Opportunities/Strategies:

Lesson 12 - READING: Explain How Key Details Support Main Ideas

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read Chapter 4 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How did the various explorers go about searching for a Northwest Passage?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine

- TE pg. 318
- Student Model

- TE pg. 319
- Teacher Think Aloud

- TE pg. 320
- Student's Research Lesson 10
- Digital Options

- TE pg. 320
- Student Writing

Resources

Lesson 12 - READING: Explain How Key Details Support Main Ideas

- TE pg. 322

- TE pg. 322

- TE pg. 322

- TE pg. 322 Shared Reading Routine TR10-11
- *Explorers of North America* Chapter 4

- TE pg. 322 Think-Pair-Share Routine TR2-3
- *Explorers of North America* Chapter 4

- TE pg. 323
- *Explorers of North America* Chapter 4

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asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Main Ideas and Key Details** - Display and complete with class the Main Idea graphic organizer to record what pgs. 24-25 are mainly about.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Commas with Yes and No** - Display excerpts to show examples.

Set the Purpose:

- **Plan an Editorial** - Scholars will write an editorial based on the prompt: Many explorers didn't find what they were looking for, but they made other important discoveries. Imagine you are a British explorer in the late 1700s inspired by James Cook's story. Write an editorial urging the British government to fund your mission despite Cook's tragedy using details and examples from *Explorers of North America*.

Teach and Model -

- **Plan an Editorial** - Display Student Model to focus on the idea of counterargument.

Prepare to Write:

- **State an Opinion and Make a Plan** - Display questions to guide scholars as they prepare to write their editorial. Teacher thinks aloud to model how to support an opinion and organize the editorial.

Independent Writing Practice:

- **State an Opinion and Make a Plan** - Scholars draft their opinion statements based upon the prompt.

Share Writing:

- Volunteers share their opinion statements with the class. The class suggests possible counterarguments for each opinion statement.

- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 323-324
- By-the-Way Words - adrift
- Benchmark Vocabulary - rebelled, intentions
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 324
- Main Idea Graphic Organizer TR36
- *Explorers of North America* Chapter 4

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 331
- *Explorers of North America*

- TE pg. 328
- *Explorers of North America*

- TE pg. 328
- Student Model

- TE pg. 329
- Teacher Think Aloud

- TE pg. 330
- Prompt pg. 328
- Digital Options

- TE pg. 130
- Student Writing

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Learning Opportunities/Strategies:

Lesson 13 - READING: Explain How Authors Support Points in a Text

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read Chapters 5-6 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are some of the areas that people explore today and who are the explorers mentioned in the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Reasons/Evidence** - Display and complete with class the T-Chart to record the answer to the question: Why do People explore?

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Commas with Tag Questions** - Display excerpts to show examples.

Set the Purpose:

- **Draft an Editorial** - Display the purpose of an editorial.

Teach and Model:

Resources

Lesson 13 - READING: Explain How Authors Support Points in a Text

- TE pg. 332
- TE pg. 332
- TE pg. 332
- TE pg. 332 Shared Reading Routine TR10-11
- *Explorers of North America* Chapters 5-6
- TE pg. 332
- *Explorers of North America* Chapters 5-6
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *Explorers of North America* Chapters 5-6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- By-the-Way Words - samples, gorge
- Benchmark Vocabulary - personal, historic, inspire
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 334
- T-Chart TR39
- *Explorers of North America* pg.42

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 341
- *Explorers of North America*
- TE pg. 338

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- **Draft an Editorial** - Display excerpts to show how the evidence in the text could be included in an editorial.

Prepare to Write:

- **Write an Editorial** - Scholars will build upon their opinion statement by drafting the introduction and main body paragraphs of the editorial they planned in Lesson 12. Teacher thinks aloud to model revisiting the opinion statement and choosing reasons and evidence.

Independent Writing Practice:

- **Write an Editorial** - Display reminders to guide scholars as they draft the introduction and body paragraphs of their editorial.

Share Writing:

- Volunteers read their introductions and body paragraphs aloud. The class identifies the opinion statement in each introduction and discuss what reasons are most persuasive and which details provide the most solid supporting evidence.

Learning Opportunities/Strategies:

Lesson 14 - READING: Compare and Contrast Ideas

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world. Scholars compare-contrast two texts by using details.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Use the Shared Reading Routine to review both texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What do both of these texts have in common? How are they different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 338
- Passages about Ynes Mexia

- TE pg. 339
- Teacher Think Aloud
- Student Opinion Statement

- TE pg. 340
- Student Opinion Statement
- Digital Options

- TE pg. 340
- Student Draft

Resources

Lesson 14 - READING: Compare and Contrast Ideas

- TE pg. 342

- TE pg. 342
- *Beyond Horizon & Explorers of North America*

- TE pg. 342

- TE pg. 342 Shared Reading Routine TR10-11
- *Beyond Horizon & Explorers of North America*

- TE pg. 342 Think-Pair-Share Routine TR2-3
- *Beyond Horizon & Explorers of North America*

- TE pg. 343
- *Beyond Horizon & Explorers of North America*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

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- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Narrative & Nonfiction Structures** - Display and complete with class the Three-Column Chart to record how fiction and nonfiction texts are structured differently.

Learning Opportunities/Strategies:

Lesson 14 - WRITING:Opinion Writing

Conventions Mini-Lesson:

- **Use a Comma to Indicate Direct Address** - Display sentences to show examples.

Set the Purpose:

- **Draft an Editorial** - As scholars draft, they need to include a counterargument and provide reasons and evidence to explain why the opposing view is flawed. Remind scholars the elements of a conclusion: restate opinion, sum up key points of issue, propose a solution/call of action. Remind scholars of the purpose of an editorial: persuade that the problem is important and persuade readers to take action to solve problem.

Teach and Model:

- **Draft an Editorial** - Display excerpts to show an example of an argument and a counterargument.

Prepare to Write:

- **Draft an Editorial** - Scholars will draft the counterargument and conclusion of the editorial begun in Lessons 12 and 13. Display questions to guide scholars as they develop a counterargument. Teacher models writing a counterargument. Display elements of a conclusion for scholars to follow. Teacher models writing a conclusion.

Independent Writing Practice:

- **Draft an Editorial** - Scholars draft the counterargument and conclusion of the editorial begun in Lessons 12 and 13.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence in each paragraph.

- TE pg. 344
- Benchmark Vocabulary - wondrous, infernal, imploring, rebelled, intentions
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 344
- Three-Column Chart TR40
- *Beyond Horizon & Explorers of North America*

Resources

Lesson 14 - WRITING:Informative/Explanatory Writing

- TE pg. 351
- Sentences

- TE pg. 348

- TE pg. 348
- *Explorers of North America* Chapter 1 pg. 7

- TE pg. 349
- Student Writing Lessons 12 and 13
- Teacher Modeled Writing

- TE pg. 350
- Student Writing Lesson 12 and 13
- Digital Options

- TE pg. 150
- Student Writing

Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 15 - READING: Determine Main Ideas and Key Details

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts can have multiple themes and main ideas.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine for first readings pgs. 101-112 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: What main events have you learned so far in the story of Jamestown?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sentence Structure, Quotations, & Text Features** - Display and complete with class the Three-Column Chart to study the introduction on pg. 103.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Underlining and Italics for Titles of Works** - Display sentences to show examples.

Set the Purpose:

- **Revise or Rewrite an Editorial** - Scholars reread their draft to make sure that all elements of an

Resources

Lesson 15 - READING: Determine Main Ideas and Key Details

- TE pg. 352
- TE pg. 352
- TE pg. 352
- TE pg. 352 Shared Reading Routine TR10-11
- *New Beginnings: Jamestown & the Virginia Colony* pgs. 101-112 Text Collection
- TE pg. 352 Think-Pair-Share Routine TR2-3
- *New Beginnings: Jamestown & the Virginia Colony* pgs. 101-112 Text Collection
- TE pg. 353 *New Beginnings: Jamestown & the Virginia Colony* pgs. 101-112 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 354
- By-the-Way-Words - marshy, malaria
- Benchmark Vocabulary - benefit, civilization, indentured
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 354
- Three-Column Chart TR40
- *New Beginnings: Jamestown & the Virginia Colony* pgs. 101-112 Text Collection

Resources

Lesson 15 - WRITING: Opinion Writing

- TE pg. 361
- Sentences
- TE pg. 358

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editorial are included. They should revise weak reasons and evidence to make them stronger or delete them and review language, sentence structure, use of transitions, and tone.

Teach and Model:

- **Revise or Rewrite an Editorial** - Display a Student Model to show how a writer might concentrate on language, sentence structure, tone, and transitions while revising.

Prepare to Write:

- **Revise an Editorial** - Scholars will revise and/or rewrite the editorial they developed in Lessons 12-14. They will exchange their drafts with partners' drafts and make comments, and then revise and/or rewrite their own draft based on feedback. Teacher presents goals by thinking aloud to model revising for organization, reasons and evidence, and improving language.

Independent Writing Practice:

- **Revised an Editorial** - Scholars conduct peer reviews to suggest revisions to their editorials and then revise their drafts based on their partner's feedback.

Share Writing:

- Volunteers read their updated drafts aloud. Each writer gives examples of some of the changes they made to the editorial. The class identifies the opinion statement, examples of strong supporting reasons and evidence, the counter argument, and the conclusion.

Learning Opportunities/Strategies:

Lesson 16 - READING: Determine Main Ideas and Key Details

Foundational Skills Mini-Lesson:

- **Homographs**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world.
- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 113-119 focusing on what the tet is about.

- TE pg. 358
- Student Model

- TE pg. 359
- Teacher Think Aloud
- Student Writing Lessons 12-14

- TE pg. 360
- Student Writing Lessons 12-14
- Digital Options

- TE pg. 360
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 16 - READING: Determine Main Ideas and Key Details

- TE pg. 362
- TE pg. 362
- TE pg. 362
- TE pg. 362 Shared Reading Routine TR10-11

Grade 5 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What new events and people did you learn about in this part of the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Relationships Between Individuals and Events - Display and complete with class the Cause-Effect graphic organizer to how some people changed Jamestown.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Quotation Marks for Titles of Works** - Display excerpts to show examples.

Set the Purpose:

- **Edit and Proofread an Editorial** - Explain that scholars edit their work by ensuring correct grammar usage and following rules for punctuation, capitalization, and spelling. Explain that it is helpful to have an outside reader proofread one's work. Create a checklist with scholars to use as they edit and proofread their editorials.

Teach and Model:

- **Edit and Proofread an Editorial** - Display Student Model to show how a writer proofreads.

Prepare to Publish:

- **Edit an Editorial** - Scholars will edit their editorial from Lesson 15. They will conduct a peer edit and use feedback to edit their own drafts. Teacher thinks aloud to model how to edit and proofread several times, each time checking for a different error

Independent Writing Practice:

- *New Beginnings: Jamestown & the Virginia Colony* pgs. 113-119 Text Collection

- TE pg. 362 Think-Pair-Share Routine TR2-3
- *New Beginnings: Jamestown & the Virginia Colony* pgs. 113-119 Text Collection

- TE pg. 363 *New Beginnings: Jamestown & the Virginia Colony* pgs. 113-119 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 363-364
- By-the-Way Words - setback
- Benchmark Vocabulary - profitable, attract
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 364
- Cause-Effect Graphic Organizer TR32
- *New Beginnings: Jamestown & the Virginia Colony* Text Collection

Resources

Lesson 16 - WRITING: Opinion Writing

- TE pg. 371

- TE pg. 368
- Create Editing Checklist

- TE pg. 368
- Student Model

- TE pg. 369
- Student Writing Lesson 15
- Teacher Think Aloud

Grade 5 Reading/Writing

<ul style="list-style-type: none"> ● Edit an Editorial - Scholars choose partners and exchange drafts to edit and proofread their editorials. They then write a new edited version incorporating feedback. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share some of their proofreading “catches” with the class. They write incorrect passages on the board (keeping authors anonymous) and ask the class to find the errors. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 17 - READING: Review Texts to Compare and Contrast</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Homographs <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Enduring Understanding: Learners understand that exploration and settlement altered people’s views and understanding of the world. ● Engage Scholars - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion? ● Read - Review all three texts reminding themselves what the texts are mainly about. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss the question: How did each text present similar information in a different way? <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> ● Multiple Accounts - Display and complete with class the T-Chart to integrate information from all three texts to understand the different aspects of exploration. 	<ul style="list-style-type: none"> ● TE pg. 370 ● Student Writing Lesson 15 ● Editing Checklist ● Digital Options <ul style="list-style-type: none"> ● TE pg. 370 ● Student Writing <p><u>Resources</u></p> <p>Lesson 17 - READING: Review Texts to Compare and Contrast</p> <ul style="list-style-type: none"> ● TE pg. 372 <ul style="list-style-type: none"> ● TE pg. 372 <ul style="list-style-type: none"> ● TE pg. 372 <ul style="list-style-type: none"> ● TE pg. 372 <i>Beyond Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony</i> ● TE pg. 372 Think-Pair-Share Routine TR2-3 ● <i>Beyond Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony</i> <ul style="list-style-type: none"> ● TE pg. 373 <i>Beyond Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony</i> ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion TR6-7 <ul style="list-style-type: none"> ● TE pg. 374 ● Benchmark Vocabulary - treaty, historic, benefit, civilization, profitable ● Benchmark Vocabulary Routine for Literary and Informational Text TR24-31 ● Generative Vocabulary Chart TE 203-205 <ul style="list-style-type: none"> ● TE pg. 374 ● T-Chart TR39 ● <i>Beyond Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony</i>
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Grade 5 Reading/Writing

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Spelling Correctly: Suffixes** - Display chart to show correct spelling of suffixes.

Set the Purpose:

- **Publish and Present an Editorial** - Explain that the class is going to create a class newspaper by combining all scholars' editorials into a single publication. Scholars first prepare clean copies of the final drafts of their editorial articles. Use publishing software to make the newspaper available to the class.

Teach and Model:

- **Publish and Present an Editorial** - Explain how to publish for print and for electronic media, present, and listen actively.

Prepare to Write:

- **Prepare to Present** - Scholars will give presentations of their published editorials. Display checklist to guide scholars in making their presentation. Display list of responsibilities that listeners have when they assume the role of audience member.

Independent Writing Practice:

- **Prepare to Present** - Scholars publish their editorial to a classroom newspaper.

Share Writing:

- Volunteers present their editorials to the class using the presentation checklist. Scholars should also carefully observe the presentations of their peers, using the audience member checklist.

Learning Opportunities/Strategies:

Lesson 18 - READING: Identify Character Responses That Signify a Theme

Foundational Skills Mini-Lesson:

- **Homographs**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that exploration and settlement altered people's views and understanding of the world. Characters' responses to challenges suggest a theme.

Resources

Lesson 17 - WRITING: Opinion Writing

- TE pg. 381
- Suffix Chart
- TE pg. 378
- Student Editorial Draft
- Publishing Software
- TE pg. 378
- TE pg. 379
- Presentation Checklist
- Audience Member Checklist
- TE pg. 380
- Student Editorial
- Digital Options
- TE pg. 380
- Student Writing
- Presentation Checklist
- Audience Member Checklist

Resources

Lesson 18 - READING: Identify Character Responses That Signify a Theme

- TE pg.382
- TE pg. 382

Grade 5 Reading/Writing

- **Engage Scholars** - Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. TR68-72 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the question: How could you summarize each scene and how do they fit together?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Idea/Details Determine Theme** - Display and complete with class the Main Idea chart to look for key details that reveal the theme.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Spelling Correctly: Suffixes** - Display chart to show correct spelling of suffixes.

Set the Purpose:

- **Support a Viewpoint in an Opinion Essay** - Explain that a viewpoint is an opinion supported with reasons and evidence that come from personal knowledge and examples from texts, or both. Display qualities of a strongly supported viewpoint.

Teach and Model:

- **Support a Viewpoint in an Opinion Essay** - Scholars examine the Student Model to see how writers state an opinion and use reasons and evidence to support it. .

Prepare to Write:

- **Write a Viewpoint in an Opinion Essay** - Scholars will develop an outline before writing. Display checklist for scholars to follow as they make their presentation. Teacher thinks aloud to model thinking

- TE pg. 382

- TE pg. 382 Shared Reading Routine TR10-11
- Drama: *To Go with the Flow* TR68-72

- TE pg. 382
- Think-Pair-Share Routine TR2-3
- Drama: *To Go with the Flow* TR68-72

- TE pg. 383
- Drama: *To Go with the Flow* TR68-72
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 384
- By-the-Way-Words - fertile, caulk, pitch
- Benchmark Vocabulary - ample, navigator, lodged
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 384
- Main Idea Graphic Organizer TR 36
- Drama: *To Go with the Flow* TR68-72

Resources

Lesson 18 - WRITING: Opinion Writing

- TE pg. 391
- Suffix Chart

- TE pg. 388

- TE pg. 388
- Student Model

- TE pg. 389
- Student Outline Lesson 17

Grade 5 Reading/Writing

about evidence that supports an opinion based upon the texts from Lesson 17.

Independent Writing Practice:

- **Write a Viewpoint in an Opinion Essay** - Scholars review the three texts discussed in Lesson 17 and state an opinion about which example offers the most insight into the family of settlers in the play. They support their opinion with reasons and evidence from the text.

Share Writing:

- Scholars review their writing to make sure they have spelled word with suffixes correctly.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Opinion Task: Write an Opinion Essay** - Scholars will refer to pgs. 30-31 of *Explorers of North America* and use what they have learned about explorations in history and preparing for the unknown to write an opinion essay. They will name five items they think would be the most important to bring on an exploration.
- **Scholars will:**
 - introduce the topic and state their opinions.
 - use an organizational structure in which ideas are logically grouped to support why these items would be the most important.
 - provide logically ordered reasons with facts and details to support their opinions.
 - link their opinions with reasons using words, phrases, and clauses.
 - provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers determine multiple themes and main ideas? How do writers develop a strong conclusion when writing an opinion?
- **Revisit the Text** - Remind scholars that *Explorers of North America* is a nonfiction text that contains facts and details about famous explorations. Display excerpt to consider what a team of explorers would have brought with them on such a trip.
- **Create:** Scholars begin by rereading pgs. 30-31 of *Explorers of North America* to think about what it was like to be an explorer during the time period. Then scholars brainstorm their opinions about what supplies are the most essential to explorers and

- Notes from Texts - *Beyond Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony*
- Drama: *To Go with the Flow*
- Transition Bank

- TE pg. 390
- Student Outline Lesson 17
- Notes from Texts - *Beyond Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony*
- Drama: *To Go with the Flow*
- Digital Options

- TE pg. 390
- Student Writing
- Writing Keystone Checklist

Resources

Performance-Based Assessment

- TE pg. 392
- Student Reproducible pg. 396

- TE pg. 393

- TE pg. 393
- *Explorers of North America* pg. 41

- TE pg. 394
- note-taking paper
- Web A Graphic Organizer TR44
- Pencils
- *Explorers of North America*

Grade 5 Reading/Writing

<p>why. They record their ideas using Web A graphic organizer and then develop an outline that includes three main ideas and reasons and evidence that support their opinions. Trade outlines to conduct a peer review to clarify and expand reasons and then draft essays. Before the final step of presentation, scholars edit and proofread and then prepare a final clean copy.</p>	<ul style="list-style-type: none">• <i>Beyond Horizon</i>• <i>Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony</i>• Drama: <i>To Go with the Flow</i>• Research Sources• Digital Options		
<p>Score Writing: Use Opinion Writing Rubric</p>	<ul style="list-style-type: none">• TE pg. 397		
<p>Present: Follow suggestions for scholars to share their writing with the class or with a group.</p>	<ul style="list-style-type: none">• TE pg. 398		
<p>Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.</p>	<ul style="list-style-type: none">• TE pg. 399		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader’s & Writer’s Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference to discuss self-selected books• Reading Analysis Extension Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games• Texts• Write Books - TikaTok <p>Sleuth - Additional Close Reading Practice</p> <p>Additional Independent Reading - Text Club Routine TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>On Grade Level Students</p> <p>Reader’s & Writer’s Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference to discuss self-selected books• Reading Analysis Extension Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games• Texts• Write Books - TikaTok <p>Sleuth - Additional Close Reading Practice</p> <p>Additional Independent Reading - Text Club Routine TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Struggling Students</p> <p>Reader’s & Writer’s Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Guided Writing• Conference to discuss self-selected books• Reading Analysis Support Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games• Texts <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Special Needs/ELL</p> <p>Reader’s & Writer’s Journal - Prompts for Writing in Response to Reading</p> <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Guided Writing• Conference to discuss self-selected books• Reading Analysis Support Mini-Lesson <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games• Texts <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>

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		Support with Content <ul style="list-style-type: none"> • Visuals • Realia • Break Directions Down Into Steps 	Support with Content <ul style="list-style-type: none"> • Visuals • Realia • Break Directions Down Into Steps • Gestures
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ReadyGen 2024-2025 Reading Pacing Guide - Grade 5

	Units	Unit Days	Cumulative TOTAL
MP 1	ReadyGEN Unit 1 - Depending on Each Other <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>Night of the Spadefoot Toads (11)</i> ○ <i>Shells (2)</i> ○ <i>Night of the Spadefoot Toads and Shells (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Suffix - ly: (importantly, usually, kindly, slow/slowly, barely, quietly, hysterically, heavily, slightly, loudly, firmly, gently, legal/legally, instinctively, slowly quickly)</i> ○ <i>Greek and Latin Roots: (geography, technical, central, terrarium, library, incredible, construction, pedals, telephone, photograph, certify)</i> ○ <i>Compound Words: (mouthpiece, driveway, rattlesnake, dishwasher, headache, backache, stomachache, bedtime, doorway, classroom, notebooks, backpack, backyard, weekend, homework, attendance, homemade, sunshine, predict, practical, bookmark, upward, footprint, peculiar, moonlight, handwriting, universe, keyboard, daylight, daytime, daydream, spotlight, headlight)</i> ○ <i>Shades of Meaning: (pain/ache, gloomy/sad, joyful/thrilled, tired/exhausted, lonely/despairing, evil/bad, conversation/chat, dirty/filthy, jog/run, relaxed/lazy, walk/stroll, peering/looking)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Labor Day-1st Monday</i> ○ <i>Hispanic Heritage Month - September 15-October 15</i> ○ <i>Commodore Barry Day - September 13th</i> ○ <i>Constitution Day - September 17th</i> ● Flex Days (2 day) ● Notes: <p>In Reading Lesson 1A7, please have students respond to the following prompt: Climate Change Connection: Why would it be important for Ben to save Mrs. Tibbet's land? Do you think his current efforts will be successful in saving the land? Why or why not?</p>	<div>14</div> <div>4</div> <div>2</div>	20
MP 1	ReadyGEN Unit 1 - Depending on Each Other <ul style="list-style-type: none"> ● Module B 	14	

Grade 5 Reading/Writing

- *Washed Up* (8)
- *Rain Forest Food Chains* (4)
- *Compare Washed up and Rain Forest Food Chains* (1)
- *Climate Change Connection Lesson (Pale Male)* (1)

Climate Change Lesson - READING: Compare and contrast the authors' approaches within the same genre.

Foundational Skills Mini-Lesson:

- **Words from French and Spanish**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that all living things interact with and affect one another. Scholars will identify the way humans impact wildlife.
- **Engage Students** - Scholars preview *Pale Male*, noting illustrations and text breaks. Essential Questions: How do readers identify relationships and interactions in texts? How do writers develop a topic?
- **Read** - Follow Shared Reading Routine to read pgs. 48-53 to understand the gist of the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
 1. How do humans impact Pale Male's habitat negatively? Positively? DOK 1
 2. Compare and contrast the impacts of humans on the Rainforest and New York City ecosystems. DOK 2
 3. What have you learned from both texts about how living things interact and impact each other? DOK 3
 4. What can humans do to protect ecosystems?
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. (substantial, perseverance, renovate)
- **Writing in Response to Reading Response:**
What would be the most effective way to impact your local ecosystem positively? Utilize what you have learned from Rain Forest Food Chains, Pale Male, and Spadefoot Toads to justify your opinion and explain how it applies to the local Pemberton ecosystem. (Have students respond in a format that suits classroom needs.)
- **Generative Vocabulary to Unlock Text**
 - Pages 202-205
 - All vocabulary/generative vocabulary must be taught using module resources as needed.
- **Foundational Skills (Use Foundational Skills Lessons FS 14-25)**
 - *Inflected Ending -ing:* (shouting, traveling, clamoring, twitching, working, doing, squinting, stretching, swing, bring, climbing, single, referring, landing, twining, having, chattering, slipping, clapping, hugging, drop, stutter, exchange, escape, getting, drinking, supposing, slipping, muttering, complain, raise, change, stop, glance)

Grade 5 Reading/Writing

	<ul style="list-style-type: none"> ○ <i>Homographs and Homonyms: (wind, bound, bow, fair, rest, live, match, bear, band, brush, count, date, duck, fly, lie, object, read, lead bow, long, beat, tear, live, light, bat, soil)</i> ○ <i>Words from Spanish: (quetzal, cacao, chocolate)</i> ○ <i>Words from French: (cuisine, boulevard, collage, pastel)</i> ○ <i>Words from Spanish and French: (mosquito, hotels, beige, hurricane, ballet, hammock, ranch, canyon, debut, plaza, cargo, bouquet)</i> ○ <i>Suffixes -tion, -ion: (frustration, confusion, conservation, administration, destruction, television, eruption, irritation, attention, construction, location, protection)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>National Indigenous People Day - 2nd Monday</i> ○ <i>Veteran's Day - November 11th</i> ● Flex Days (3 days) ● Unit 1-Assessments (1-4 days) ● PBA Assessment - Informative (use writing block) ● Unit Assessment ● Notes: 	<div>2</div> <div>3</div> <div>4</div>	43
	Units	Unit Days	Cumulative TOTAL
MP 2	ReadyGEN Unit 2 -Finding Courage <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>Road to Freedom (10)</i> ○ <i>Ceasar Chavez (3)</i> ○ <i>Compare Road to Freedom and Ceasar Chavez (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Words from Spanish: (breeze, mosquito, armadillo, pronto, bronco, cargo, cabana, patio, plaza, mesa, playa, canyon, potato, tomato, avocado)</i> ○ <i>Word Families: (deliverance, delivery, undelivered, deliverable; abolitionist, abolishment, abolished; trust, entrust, trustworthy, distrustful, mistrust, untrustworthy; passenger, impasse, passport, trespass, surpass; territory, subterranean, terrarium, Mediterranean, terrace, terrestrial; operations, cooperate, cooperation, operational, reoperation)</i> ○ <i>Endings -s, -ed, -in: (scared, looking, scares, looks, pulling, pulls, pulled, press, talk, pour, clink, swallow, popped, whistled, winked, polished, packed, nominate, waits, waited, waiting, helped, divided, finished, sheathed, visited)</i> ○ <i>Shades of Meaning: (marched/walked, problem/dilemma, tired/exhausted, yanked/pulling, small/tiny, dirty/filthy, great/astounding, look/search)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Thanksgiving - 4th Thursday</i> ● Flex Days (6 days) ● Notes: 	<div>14</div> <div>1</div> <div>6</div>	64

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MP 2	ReadyGEN Unit 2 -Finding Courage <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Real Life Superheroes (7)</i> ○ <i>Angel Island (5)</i> ○ <i>Compare Real Life Superheroes and Angel Island (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 202-205 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Greek and Latin Roots: (superhero, superpower, supermarket, inherited, benefit, royal, evangelical, euphemism, school, scholar, architecture, deported) ○ Suffixes -tion, -ion, -ous: (protection, famous, adventurous, momentous, mysterious, dangerous, arduous, laborious, ardor/arduous, labor/laborious, migration, segregation, riot, courage) ○ Compound Words: (real-life, superhero, apartment house, factory worker, train station, northeast, paperwork, worldwide, vineyard, business owner, lawmaker, earthquake, watchman, grandparent, overboard, watchband, grandmaster, overhead) ○ Prefixes pre-, re-: (preserve, screen, set, view, made, examine, build, sign, repaid, prepaid, painted) ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Muslim Heritage Month</i> ○ <i>Dr. Martin Luther King, Jr. Day - 3rd Monday in January</i> ○ <i>Holocaust Remembrance Day - January 27th</i> ● Flex Days (5 days) ● Unit 2-Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	13	
	Units	Unit Days	Cumulative TOTAL
MP 3	ReadyGEN Unit 3 -Understanding the Universe <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>George's Secret Key to the Universe (12)</i> ○ <i>The Man Who Went to the Far Side of the Moon (2)</i> ○ <i>Compare George's Secret Key to the Universe and The Man Who Went to the Far Side of the Moon (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Endings -s, -ed, -ing: (ruffled, frowned, echoed, shrugged, escaped, smiled, shrinks, gets, makes, transforms, explodes, cools, standing, drumming, laughing, picked, laughing, picked, picks, spotted, wriggling, moved, moving, waved, gauged, shaking, believed)</i> ○ <i>Suffixes -ly, -ian, -ize: (suddenly, librarian, organize, memorize, emphasize, publicize, Martian, anxiously, confidently, mobile, careful, popular, music, comedy, eager, slightly, brightly, familiarize,</i> 	15	

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	<p><i>mathematician, electrician, scrutinize, comedian, competition, epidermis, prospect)</i></p> <ul style="list-style-type: none"> ○ <i>Prefixes com-, epi-, pro-: (commotion, epicenter, proceed, commands, protrude, episode, proponent, competition, project, epidemic, combination, produce, compared, comprise, community, companion, epitome, epitomize, proclaim, proficiency)</i> ○ <i>Idioms: shot him a sideways look, dragged his sister into this mess, hang out, There was no point, business as usual, right down to his toes, butterflies in his stomach, hardly believe his eyes, all in one piece, out in left field, wing it)</i> <ul style="list-style-type: none"> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Black History Month - February</i> ○ <i>Freedom Day - February 1st</i> ○ <i>Presidents' Day - 3rd Monday in February</i> ○ <i>Women's History Month - March</i> ● Flex Days (5 days) ● Notes: 	4	
		5	112
MP 3	<p>ReadyGEN Unit 3 -Understanding the Universe</p> <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Jess and Layla's Astronomical Assignment (10)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 202-205 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ <i>Synonyms: (smell, aroma, odor; made, created, formed, built, caused; obey, follow, agree to; thoughtful, kind, considerate, knowing, reasoned; discovered, learned, found out, determined; clever, smart, intelligent, brilliant, wise, observe the rules, obey, follow; observe the sky, watch, look, study; observe a holiday, celebrate, mark, remember; clunk, noise, thud; yelped; sprinted; scrambled; sparkling, glowing, gleaming, shimmering, shining; sturdy, firm; throb, beat; trace, bit; instruct, teach; passage, text; fiddle, fidget, play, tamper; ridiculous; shaky; fussy; impossible)</i> ○ <i>Prefix im-: (imperfect, impolite, immigrant, import, imprison, impolite, impossible, impress, immigration, impersonal, immature, imprint, immeasurable, impersonal, immaterial, imbalance, impractical, immovable)</i> ○ <i>Acronyms: (National Aeronautics and Space Administration, NASA; Light Amplification by the Stimulated Emission of Radiation, laser; Progressive Animal Welfare Society, PAWS; Massive Compact Halo Object, MACHO; WIMP; Search for ExtraTerrestrial Intelligence, SETI; Self-Contained Underwater Breathing Apparatus, SCUBA, FBI; ADHD; FYI; SUV; MBA; PBS)</i> ○ <i>Greek and Latin Roots: (telescope, asteroid, cosmic, universe, laboratory, geographer, photographs, invisible)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>April - Celebrate Diversity Month</i> ● Flex Days (5 days) ● Unit 3 - Assessments (1-4 days) ● PBA Assessment - Narrative (use writing block) 	10	
		1	
		5	
		4	

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	<ul style="list-style-type: none"> Unit Assessment Notes: 		132
	Units	Unit Days	Cumulative TOTAL
MP 4	ReadyGEN Unit 4 - Exploring New Worlds <ul style="list-style-type: none"> Module A <ul style="list-style-type: none"> <i>Explorers: Triumphs & Troubles (8)</i> <i>Pedro's Journal (5)</i> <i>Compare Explorers: Triumphs & Troubles and Pedro's Journal (1)</i> Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> Pages 2-5 All vocabulary/generative vocabulary must be taught using module resources as needed. Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> <i>Complex Spelling Patterns and Morphemes: (industry/industrious, repetition, repetitious, glory, outrage, agreement, successful, settlement, untrained, nutrition/ nutritious, envy/envious, peaceful, prisoner, development, inactive, retell, expedite, peril, adventure, expeditious, perilous, adventurous, advantageous, government, teacher, thankful, recall, joy/joyous, discourtesy/discourteous, accomplish)</i> <i>Prefixes over-, in-: (injustice, inaccurate, overdo, overachievers, inelastic, inelegant, incognito, overlay, insecure, overburdened, overconfident, inconsiderate)</i> <i>Compound Words: (overboard, speechmaker, sea, north, home, east, land, weed, shipmate, seashore, mainsail, landfall, overnight, snakeweed, cottontails, thunderhead, thunderstorm, sandstone)</i> <i>Words from Russian: (taiga, steppe, tundra, pupates, pulja, pupa, mammoth, sable, beluga, troika)</i> Holidays & Observances <ul style="list-style-type: none"> <i>Emancipation Day - April 16th</i> <i>Earth Day - April 22nd</i> <i>Arbor Day - Last Friday in April</i> Flex Days (5 days) Notes: 	<p>14</p> <p>3</p> <p>5</p>	154
MP 4	ReadyGEN Unit 4 - Exploring New Worlds <ul style="list-style-type: none"> Module B <ul style="list-style-type: none"> <i>Beyond the Horizon (8)</i> <i>Explorers of North America (5)</i> <i>Compare Beyond the Horizon and Explorers of North America (1)</i> Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> Pages 202-205 All vocabulary/generative vocabulary must be taught using module resources as needed. Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> <i>Complex Spelling Patterns: (impatient, politician, wondrous, condition, rations, vivacious, judicious, precious, enormous, vicious, ambitious, fabulous, exploration, crucial, famous, ambitious, suspicious, nation, previous, glacial, objection, hilarious, cautious, attention, direction, curious, nutritious, malicious, porous, barbarous)</i> 	14	

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	<ul style="list-style-type: none"> ○ <i>World Families: (act, action, acting; sailors, sail, sailor, sailed, sailing; precaution, cautionary, cautioned, cautious, cautioning; replant, comfort, disappear, discouraged, courage, encourage, encouragement, courageous; explore, explorer, unexplored, exploration, exploratory; navigation, navigate, navigator, navigable, navigating, navigated)</i> ○ <i>Compound Words: (southwestern, southeastern northeastern, northwestern, southeast, northeast, northwest, football, tablespoons, dugout, honeymoon, something, treetops, floorboards, handprint, anthill, rowboat, rainbow, butterfly, weekend, background, cupcake, jellyfish, pinpoint, everyone)</i> ○ <i>Homographs: (down, bow, wind, can, fell)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Asian American Pacific Islander (AAPI) Month - May</i> ○ <i>Memorial Day - Last Monday in May</i> ○ <i>Flag Day - June 14th</i> ○ <i>Juneteenth - June 19th</i> ● Flex Days (4 days) ● Unit 4 - Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p>	180
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