

SAVVAS

SCOPE & SEQUENCE  
Detailed

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L I T E R A C Y



**Create Your Story!**

GRADE 5



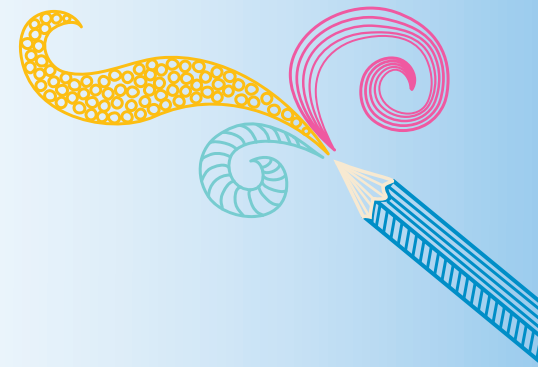


# myView

## L I T E R A C Y



# Grade 5



|                            |    |
|----------------------------|----|
| Unit 1: Journeys .....     | 4  |
| Unit 2: Observations ..... | 6  |
| Unit 3: Reflections .....  | 8  |
| Unit 4: Liberty .....      | 10 |
| Unit 5: Systems .....      | 12 |



| READING   |   |   |  |   |   |   |   |
|---|---|---|--|---|---|---|---|
| Unit Reading Goal: I know about different types of informational text and understand their structures and features. |   |   |  |   |   |   |   |
|   | Weekly Launch   | Weekly Vocabulary   | Weekly Reading Learning Goal   | Genre   | Texts   | Close Read Skills                                       | Reflect and Share   |
| Week 1  | <b>Question:</b> What motivates people to leave a place they call home?<br><b>Text:</b> Infographic       | citizens<br>immigration<br>opportunity<br>processing<br>admitted        | I can learn more about informational texts and read a text that helps me analyze main ideas and details in an informational text.        | <b>Spotlight on Genre:</b><br>Informational Text<br><b>Feature:</b> My Notes            | <b>Shared Read:</b> "The Path to Paper Son" by Grant Din and "Louie Share Kim, Paper Son" by Barbara D. Krasner <i>Cobblestone Magazine</i><br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock  | Analyze Main Ideas and Details Use Text Evidence        | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2  | <b>Question:</b> What can scientists discover by traveling to distant places?<br><b>Text:</b> Infographic | astrobiologists<br>microbes<br>colony<br>sensors<br>radiation<br>rovers | I can learn more about informational texts and read a text that helps me analyze text features in an informational text.                 | <b>Spotlight on Genre:</b><br>Informational Text<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> from <i>Life On Earth and Beyond</i> by Pamela S. Turner<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock   | Analyze Text Features Make Inferences                   | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> What can people learn from visiting unknown lands?<br><b>Text:</b> Map                   | tide<br>course<br>leagues<br>fathoms<br>jaunts                          | I can learn more about the theme journeys by reading a text that helps me understand point of view in historical fiction.                | <b>Genre: Historical Fiction</b><br><b>Feature:</b> Fluency                             | <b>Shared Read:</b> <i>Pedro's Journal</i> by Pam Conrad<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock   | Understand Point of View Use Text Evidence              | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4  | <b>Question:</b> What inspires people to start a journey?<br><b>Text:</b> Poem                            | peering<br>via<br>traversed<br>girth<br>intersecting                    | I can learn more about the theme journeys by reading a text that helps me explain poetry by using sound devices and figurative language. | <b>Genre:</b> Poetry<br><b>Feature:</b> My Notes  | <b>Shared Read:</b> "A Map and a Dream" by Karen O'Donnell Taylor and "Learning the World" by Kristine O'Connell George and "Latitude Longitude Dreams" by Drew Lamm and James Hildreth are all from <i>Got Geography</i> ,<br>"Early Explorers" by Marilyn Singer<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock | Explain Sound Devices and Figurative Language Visualize | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 5  | <b>Question:</b> How can new places change the way a person sees the world?<br><b>Text:</b> Media         | inspired<br>express<br>exhibit<br>imitated<br>compositions              | I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.                | <b>Spotlight on Genre:</b><br>Informational Text<br><b>Feature:</b> Make Predictions    | <b>Shared Read:</b> <i>Picturesque Journeys</i> by Yanitzia Canetti<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock  | Analyze Text Structure Make and Confirm Predictions     | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE   |  |   |  |  |  |   |  |  |  |  |                                   |
|--|--|---|--|--|--|---|--|--|--|--|-----------------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational texts. |  |   |  |  |  |   |  |  |  |  |                                   |
| Academic Vocabulary Words: insight, wandered, passage, adventure, curious  |  |   |  |  |  |   |  |  |  |  |                                   |
|  | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                       | Foundational Skills: Word Study                                      | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling  | Foundational Skills: Spelling List  |  |  |  | Foundational Skills: Challenge Words                 | Language and Conventions          |
| Week 1   | I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Suffixes -ic, -ism, -ive                               | Author's Purpose                       | <b>Skill:</b> Suffixes -ic, -ism, -ive                               | 1. heroic<br>2. heroism<br>3. comic<br>4. atomic<br>5. kinetic                      | 6. dramatic<br>7. artistic<br>8. historic<br>9. tourism<br>10. realism   | 11. organism<br>12. capitalism<br>13. federalism<br>14. secretive<br>15. defensive | 16. deflative<br>17. executive<br>18. perspective<br>19. narrative<br>20. representative | 1. possessive<br>2. aerobic<br>3. athleticism        | Simple Sentences                  |
| Week 2   | I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Greek Roots <i>chron, meter, photo, bio, geo, logy</i> | Text Features                          | <b>Skill:</b> Greek Roots <i>chron, meter, photo, bio, geo, logy</i> | 1. chronology<br>2. chronological<br>3. chronic<br>4. synchronize<br>5. speedometer | 6. symmetry<br>7. odometer<br>8. parameter<br>9. photon<br>10. photocopy | 11. photocell<br>12. photogenic<br>13. biosphere<br>14. symbiotic<br>15. geography | 16. geology<br>17. geocentric<br>18. geometric<br>19. ecology<br>20. meteorology         | 1. psychology<br>2. photosynthesis<br>3. anachronism | Independent and Dependent Clauses |

| <b>READING-WRITING BRIDGE</b>   |  |                                      |  |   |  |  |   |  |  |  |  |
|---|--|--------------------------------------|--|---|--|--|---|--|--|--|--|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing informational texts. |  |                                      |  |   |  |  |   |  |  |  |  |
| <b>Academic Vocabulary Words:</b> insight, wandered, passage, adventure, curious  |  |                                      |  |   |  |  |   |  |  |  |  |
|   | <b>Weekly Reading-Writing Bridge Learning Goal</b>   | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>     | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>       | <b>Foundational Skills: Spelling List</b>                                    |   |  |  | <b>Foundational Skills: Challenge Words</b>          | <b>Language and Conventions</b>                        |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading historical fiction and writing a personal narrative.    | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Vowel Teams                  | Voice   | <b>Skill:</b> Vowel Teams                  | 1. bayonet<br>2. committee<br>3. leukemia<br>4. cowardice<br>5. realm        | 6. royalty<br>7. embroider<br>8. nautical<br>9. gauntlet<br>10. treasury              | 11. zeal<br>12. zealous<br>13. typhoon<br>14. marshmallow<br>15. flounder    | 16. allowance<br>17. concealment<br>18. treachery<br>19. approach<br>20. proclaim    | 1. scoundrel<br>2. endowment<br>3. endeavor          | Compound and Complex Sentences (include use of commas) |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading poetry and writing a personal narrative.                | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Suffixes <i>-able, -ible</i> | Imagery                                       | <b>Skill:</b> Suffixes <i>-able, -ible</i> | 1. advisable<br>2. workable<br>3. available<br>4. allowable<br>5. noticeable | 6. justifiable<br>7. accountable<br>8. considerable<br>9. irritable<br>10. perishable | 11. forcible<br>12. edible<br>13. credible<br>14. digestible<br>15. mandible | 16. reducible<br>17. compatible<br>18. tangible<br>19. admissible<br>20. combustible | 1. conceivable<br>2. incombustible<br>3. conceivable | Common, Proper, and Collective Nouns                   |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> VCe Syllables                | Figurative language                           | <b>Skill:</b> VCe Syllables                | 1. improvise<br>2. evaporate<br>3. remote<br>4. obsolete<br>5. evacuate      | 6. centigrade<br>7. elevate<br>8. negotiate<br>9. excavate<br>10. intervene           | 11. devastate<br>12. liberate<br>13. schedule<br>14. prosecute<br>15. delete | 16. serene<br>17. provoke<br>18. oppose<br>19. appetite<br>20. coincide              | 1. accumulate<br>2. eradicate<br>3. advertisement    | Regular and Irregular Plural Nouns                     |

| <b>WRITING</b>   |                            |   |   |                            |                                  |                                    |
|--|----------------------------|---|---|----------------------------|----------------------------------|------------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of narrative writing to write a personal narrative. |                            |   |   |                            |                                  |                                    |
| <b>Unit Writing Genre:</b> Personal Narrative  |                            |   |   |                            |                                  |                                    |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                                  | <b>Day 2 Skill</b>                                      | <b>Day 3 Skill</b>         | <b>Day 4 Skill</b>               | <b>Day 5 Skill</b>                 |
| <b>Week 1</b>  | Introduce and Immerse      | Personal Narrative                                  | Character   | Setting and Plot           | Brainstorm a Topic               | Planning Your Personal Narrative   |
| <b>Week 2</b>  | Develop Elements           | Develop an Engaging Idea                            | Specific Facts and Details                              | Writing a Good Description | About the Narrator               | Dialogue                           |
| <b>Week 3</b>  | Develop Structure          | Introduction  | Event Sequence  | Transitions                | Shifts in Time                   | Conclusion                         |
| <b>Week 4</b>  | Writer's Craft             | Descriptive Adjectives                              | Adverbs   | Indefinite Pronouns        | Revise: Adding Ideas for Clarity | Revise: Deleting Ideas for Clarity |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Revise: Rearranging and Combining Ideas for Clarity | Edit for Complete Sentences with Subject-Verb Agreement | Publish and Celebrate      | Prepare for Assessment           | Assessment                         |

| <b>WEEK 6 INQUIRY and RESEARCH</b>  |  |  |   |  |   |                                    |
|---|--|--|---|--|---|------------------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine how journeys change us. |  |  |   |  |   |                                    |
| <b>Writing Mode:</b> Argumentative/Opinion  |  |  |   |  |   |                                    |
|   | <b>Leveled Research Articles</b>   | <b>Day 1 Introduce the Project and Academic Vocabulary</b>   | <b>Day 2 Collaborate and Discuss/Conduct Research</b> | <b>Day 3 Collaborate and Discuss</b>                                   | <b>Day 4 Extend Research/Collaborate and Discuss</b>  | <b>Day 5 Celebrate and Reflect</b> |
| <b>Week 6</b>   | <b>Title:</b> Culture Shock: Informational<br><b>Title:</b> All Aboard!: Opinion<br><b>Title:</b> Ellis Island: The Immigrant Journey: Informational | Look back at Weekly Questions. Use text evidence to answer EQ: <i>How do journeys change us?</i> Choose a country you would like to visit. Research currency, transportation, culture, language, food, etc. to determine how this journey would change your lifestyle. Write an argumentative travel guide convincing others to join you. Include map and facts. | Plan Your Research<br>Conduct Online Research         | Travelogue pamphlet; identify cultural, economic, language, food, etc. | Have students write a business letter to a tourist bureau requesting more information about the country they chose. Provide Student Model of business letter. Revise for writing mode and clarity. Edit for language conventions. | Present                            |



| READING   |   |  |  |  |  |  |   |
|---|---|--|--|--|--|--|---|
| Unit Reading Goal: I know about different types of informational text and understand their structures and features. |   |  |  |  |  |  |   |
|   | Weekly Launch   | Weekly Vocabulary  | Weekly Reading Learning Goal   | Genre  | Text   | Close Read Skills                                      | Reflect and Share   |
| Week 1  | <b>Question:</b> Why do scientists explore and study oceans?<br><b>Text:</b> Infographic                                      | marine ecosystem<br>flying bridge<br>chlorophyll<br>nautical   | I can learn more about informational text and read a text that helps me analyze author's purpose in an informational text.   | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> from <i>Far from Shore</i> by Sophie Webb<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery   | Analyze Author's Purpose<br>Evaluate Details           | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2  | <b>Question:</b> What can people do to protect species from a changing environment?<br><b>Text:</b> Map                       | comeback<br>native<br>migrating<br>restore<br>fungus           | I can learn more about informational text and read a text that helps me analyze text structure in an informational text.     | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>A Place for Frogs</i> by Melissa Stewart<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery   | Analyze Text Structure<br>Monitor Comprehension        | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> How can careful observation help a person survive?<br><b>Text:</b> Narrative poem                            | gingerly<br>ignite<br>sputtered<br>painstaking<br>gratified    | I can learn more about the theme observations by reading a text that helps me understand point of view in realistic fiction. | <b>Genre:</b> Realistic Fiction                  | <b>Shared Read:</b> from <i>Hatchet</i> by Gary Paulsen<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery   | Analyze Point of View<br>Generate Questions            | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 4  | <b>Question:</b> What can we learn from studying animals in their natural habitats?<br><b>Text:</b> Primary source            | transmitter<br>iconic<br>nocturnal<br>burrows<br>fragmented    | I can learn more about informational text and read a text that helps me explain ideas.                                       | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> "Tracking Monsters" from <i>Park Scientists</i> by Mary Kay Carson<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery  | Explain Ideas in Texts<br>Make and Confirm Predictions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 5  | <b>Question:</b> What are some different ways in which people can observe and protect wildlife?<br><b>Text:</b> Media (video) | sanctuaries<br>diminished<br>thrive<br>unfettered<br>cooperate | I can learn more about the theme observations by reading a text that helps me analyze argumentative texts.                   | <b>Genre:</b> Argumentative Text                 | <b>Shared Read:</b> <i>Let Wild Animals Be Wild</i> by David Bowles<br><i>Don't Release Animals Back to the Wild</i> by Rene Saldana, Jr.<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery | Analyze Argumentative Texts<br>Synthesize Information  | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE   |  |   |  |  |  |   |  |  |   |   |   |
|--|--|---|--|--|--|---|--|--|---|---|---|
| Reading-Writing Bridge Goal: I can use language to make connections between reading about informational text and writing persuasive texts. |  |   |  |  |  |   |  |  |   |   |   |
| Academic Vocabulary Words: expert, focus, visible, relate, detect  |  |   |  |  |  |   |  |  |   |   |   |
|  | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                       | Foundational Skills: Word Study                        | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                          | Foundational Skills: Spelling List                                  |  |  |   | Foundational Skills: Challenge Words              | Language and Conventions  |
| Week 1   | I can develop knowledge about language to make connections between reading an informational text and writing an informational article. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Open and Closed Syllables V/CV and VC/V1 | Graphic Features                       | <b>Skill:</b> Open and Closed Syllables V/CV and VC/V  | 1. agent<br>2. recent<br>3. apex<br>4. vital<br>5. rotate           | 6. musical<br>7. donut<br>8. solar<br>9. vacation<br>10. slogan            | 11. malice<br>12. recommend<br>13. energetic<br>14. register<br>15. lavish   | 16. topical<br>17. enemy<br>18. honest<br>19. element<br>20. minimum        | 1. hypnotizing<br>2. epidemic<br>3. equinox       | Subject-Verb Agreement (Include shifts in tense)                                      |
| Week 2   | I can develop knowledge about language to make connections between reading an informational text and writing an informational article. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Final Stable Syllables -le, -tion, -sion | Author's Purpose                       | <b>Skill:</b> Final Stable Syllables -le, -tion, -sion | 1. scuffle<br>2. article<br>3. ripple<br>4. particle<br>5. assemble | 6. untangle<br>7. observe<br>8. observation<br>9. situate<br>10. situation | 11. declare<br>12. declaration<br>13. occupy<br>14. occupation<br>15. invade | 16. invasion<br>17. collide<br>18. collision<br>19. extend<br>20. extension | 1. administration<br>2. irrigation<br>3. preamble | Principal Parts of Regular Verbs (present, present participle, past, past participle) |

| <b>READING-WRITING BRIDGE</b>   |  |                                      |  |   |  |   |  |  |  |   |                                    |
|---|--|--------------------------------------|--|---|--|---|--|--|--|---|------------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading about informational text and writing persuasive texts. |  |                                      |  |   |  |   |  |  |  |   |                                    |
| <b>Academic Vocabulary Words:</b> expert, focus, visible, relate, detect  |  |                                      |  |   |  |   |  |  |  |   |                                    |
|   | <b>Weekly Reading-Writing Bridge Learning Goal</b>   | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>   | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>     | <b>Foundational Skills: Spelling List</b>                             |  |  |  | <b>Foundational Skills: Challenge Words</b>           | <b>Language and Conventions</b>    |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading and writing.  | <b>Strategy:</b> Context Clues       | <b>Skill:</b> r-Controlled Vowels        | Voice   | <b>Skill:</b> r-Controlled Vowels        | 1. armada<br>2. anarchy<br>3. guitar<br>4. proportion<br>5. originate | 6. category<br>7. conquer<br>8. partition<br>9. adversary<br>10. guardian        | 11. external<br>12. cardinal<br>13. excursions<br>14. injury<br>15. majority | 16. turbulent<br>17. quarter<br>18. harmony<br>19. vertex<br>20. minority                | 1. tarpaulin<br>2. notorious<br>3. honorable          | Principal Parts of Irregular Verbs |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading and writing.  | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Prefixes il-, in-, im-, ir | Author's Message                              | <b>Skill:</b> Prefixes il-, in-, im-, ir | 1. logical<br>2. illogical<br>3. legal<br>4. illegal<br>5. adequate   | 6. inadequate<br>7. offensive<br>8. inoffensive<br>9. accurate<br>10. inaccurate | 11. passible<br>12. impassible<br>13. mobile<br>14. immobile<br>15. probable | 16. improbable<br>17. rational<br>18. irrational<br>19. replaceable<br>20. irreplaceable | 1. illumination<br>2. inefficiency<br>3. inexplicable | Perfect Verb Tenses                |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading argumentative texts and writing an informational article. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Base Words and Endings     | Literary device of first-person point of view | <b>Skill:</b> Base Words and Endings     | 1. program<br>2. programming<br>3. equip<br>4. equipped<br>5. permit  | 6. permitting<br>7. involve<br>8. involvement<br>9. benefit<br>10. benefited     | 11. rely<br>12. relies<br>13. theory<br>14. theories<br>15. revise           | 16. revising<br>17. industry<br>18. industries<br>19. conveys<br>20. conveying           | 1. preferred<br>2. committing<br>3. accommodating     | Active Voice                       |

| <b>WRITING</b>   |                            |   |                                     |                            |                                    |  |
|--|----------------------------|---|-------------------------------------|----------------------------|------------------------------------|--|
| <b>Unit Writing Goal:</b> I can use elements of informational writing to write an informational article. |                            |   |                                     |                            |                                    |  |
| <b>Unit Writing Genre:</b> Informational Article   |                            |   |                                     |                            |                                    |  |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                              | <b>Day 2 Skill</b>                  | <b>Day 3 Skill</b>         | <b>Day 4 Skill</b>                 | <b>Day 5 Skill</b>                     |
| <b>Week 1</b>  | Introduce and Immerse      | Informational Article                           | Lead Paragraph                      | Details and Photographs    | Set a Purpose                      | Plan Your Informational Article        |
| <b>Week 2</b>  | Develop Elements           | Develop an Engaging Idea                        | Specific Facts and Concrete Details | Definitions and Quotations | Other Information and Examples     | Illustrations, Photos, and Multimedia  |
| <b>Week 3</b>  | Develop Structure          | Introduction                                    | Grouping Related Information        | Transitions                | Formatting                         | Conclusion                             |
| <b>Week 4</b>  | Writer's Craft             | Precise Language and Domain-Specific Vocabulary | Verb Tense                          | Adverbs                    | Edit Simple and Compound Sentences | Prepositions and Prepositional Phrases |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Edit for Punctuation Marks                      | Edit for Capitalization             | Publish and Celebrate      | Prepare for Assessment             | Assessment                             |

| <b>WEEK 6: INQUIRY and RESEARCH</b>  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
| <b>Theme Goal:</b> I can collaborate with others to explore how we learn through our observations. |  |  |  |  |  |   |
| <b>Writing Mode:</b> Informational Text  |  |  |  |  |  |   |
|  | <b>Leveled Research Articles</b>   | <b>Day 1 Introduce the Project and Academic Vocabulary</b>   | <b>Day 2 Collaborate and Discuss/Conduct Research</b>  | <b>Day 3 Collaborate and Discuss/Refine Research</b>   | <b>Day 4 Extend Research/Collaborate and Discuss</b>   | <b>Day 5 Reflect and Share</b>  |
| <b>Week 6</b>  | <b>Title:</b> Sights and Sounds in a Forest Preserve<br><b>Title:</b> Do You See What I See?<br><b>Title:</b> Naturally Inspired | Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do plants and animals live together?</i> Scrapbook or other notebook on a plant and animal partnership. A relationship that favors both the plant and animal. | Plan Your Research Search online (choose a search engine to use and evaluate the search results) Annotating Research article | Example of a how-to guide Send an email to the National Park Service, a wilderness guide, a professor, or someone other expert requesting information about wilderness survival and clues to look for. | Primary and Secondary Sources Revise for mode of writing and domain-specific vocabulary. Edit for language conventions | Demonstrate one of your survival techniques, such as reading a compass, finding the North Star, building a fire, etc. |



| READING   |   |   |  |  |  |  |   |
|---|---|---|--|--|--|--|---|
| Unit Reading Goal: I know about different types of fiction and understand their elements. |   |   |  |  |  |  |   |
|   | Weekly Launch   | Weekly Vocabulary   | Weekly Reading Learning Goal   | Genre  | Text   | Close Read Skills  | Reflect and Share   |
| Week 1  | <b>Question:</b> What can we learn from the experiences of older generations?<br><b>Text:</b> Poem commissioned poem with clear characters      | enthusiasm<br>shattered<br>reassuring<br>encompass<br>inseparable | I can learn more about realistic fiction and read a text that helps me analyze characters in realistic fiction.                | <b>Spotlight on Genre:</b> Realistic Fiction | <b>Shared Read:</b> from <i>Love, Amalia</i> by Alma Flor Ada and Gabriel M. Zubizarreta<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary  | Analyze Characters<br>Make Connections                     | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2  | <b>Question:</b> What are some different ways in which people can reach a goal?<br><b>Text:</b> Infographic                                     | tolerate<br>loamy<br>wriggled<br>quarters<br>tingled              | I can learn more about realistic fiction and read a text that helps me analyze plot elements in realistic fiction.             | <b>Spotlight on Genre:</b> Realistic Fiction | <b>Shared Read:</b> "A Pet for Calvin" from <i>Dude: Stories and Stuff for Boys</i> by Barbara Robinson<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary                                   | Analyze Plot Elements<br>Summarize Plot Elements           | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> How are the experiences of people in ancient times similar to those of people in the modern world?<br><b>Text:</b> Infographic | quell<br>tactics<br>persevere<br>conscientious<br>supportive      | I can learn more about the theme reflections by reading a text that helps me explain literary structure in a drama and legend. | <b>Genre:</b> Legend and drama               | <b>Shared Read:</b> <i>The Carp</i> by Marie Yuen<br><i>The Hermit Thrush</i> by Dana Crum<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary  | Explain Literary Structure<br>Synthesize Genre Information | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                |
| Week 4  | <b>Question:</b> What can our families teach us about ourselves?<br><b>Text:</b> Riddle/Poem  | vivid<br>retired<br>trembles<br>crinkled<br>melodic               | I can learn more about the theme Reflections by reading poetry.  | <b>Genre:</b> Poetry                         | <b>Shared Read:</b> "Artist to Artist" by Davida Adejouna<br>"Sepia" and "Spruce" from <i>Tan to Tamarind</i> by Malathi Michelle Iyengar<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary | Explain Figurative Language<br>Visualize                   | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5  | <b>Question:</b> How does art reflect people's experiences?<br><b>Text:</b> Media (video)   | radically<br>embodies<br>indivisible<br>revolutionary<br>ironic   | I can learn more about realistic fiction and read a text that helps me infer multiple themes in realistic fiction.             | <b>Spotlight on Genre:</b> Realistic Fiction | <b>Shared Read:</b> "Life & Art" from <i>The Wright 3</i> by Blue Balliett<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary  | Infer Multiple Themes<br>Make and Confirm Predictions      | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                |

| READING-WRITING BRIDGE   |   |  |  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|--|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction. |   |  |  |  |  |  |  |  |  |  |  |
| Academic Vocabulary Words: demonstrate, perspective, recall, appeal, confide                             |   |  |  |  |  |  |  |  |  |  |  |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Foundational Skills: Word Study                  | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                    | Foundational Skills: Spelling List   |  |  |  | Foundational Skills: Challenge Words                 | Language and Conventions               |
| Week 1   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Related Words         | <b>Skill:</b> Latin Roots port, dict, ject, terr | Imagery                                | <b>Skill:</b> Latin Roots port, dict, ject, terr | 1. transportation<br>2. reporter<br>3. supportive<br>4. portage<br>5. prediction | 6. unpredictable<br>7. contradict<br>8. contradiction<br>9. dictator<br>10. indictment | 11. reject<br>12. conjecture<br>13. injection<br>14. objective<br>15. subjective   | 16. dejected<br>17. projectile<br>18. terrarium<br>19. subterranean<br>20. terrace | 1. valedictorian<br>2. reportorial<br>3. terrestrial | Prepositions and Prepositional Phrases |
| Week 2   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Synonyms and Antonyms | <b>Skill:</b> Suffixes -ize, -ance, -ence, -ist  | Puns and Hyperbole                     | <b>Skill:</b> Suffixes -ize, -ance, -ence, -ist  | 1. pessimist<br>2. optimist<br>3. physicist<br>4. protagonist<br>5. antagonist   | 6. clearance<br>7. brilliance<br>8. performance<br>9. appearance<br>10. disappearance  | 11. insurance<br>12. preference<br>13. existence<br>14. coherence<br>15. influence | 16. familiarize<br>17. memorize<br>18. colonize<br>19. sanitize<br>20. italicize   | 1. coincidence<br>2. pharmacist<br>3. abolitionist   | Pronouns and Antecedents               |





| <b>READING-WRITING BRIDGE</b>   |   |                                      |  |   |  |  |   |  |  |   |                                   |
|---|---|--------------------------------------|--|---|--|--|---|--|--|---|-----------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing fiction. |   |                                      |  |   |  |  |   |  |  |   |                                   |
| <b>Academic Vocabulary Words:</b> demonstrate, perspective, recall, appeal, confide                             |   |                                      |  |   |  |  |   |  |  |   |                                   |
|   | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>           | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>             | <b>Foundational Skills: Spelling List</b>                                |   |  |  | <b>Foundational Skills: Challenge Words</b>               | <b>Language and Conventions</b>   |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Unusual Spellings                  | Stereotyping and Anecdotes                    | <b>Skill:</b> Unusual Spellings                  | 1. league<br>2. sergeant<br>3. yacht<br>4. fatigue<br>5. debt            | 6. embarrass<br>7. vague<br>8. anxious<br>9. genealogy<br>10. queue           | 11. epitome<br>12. intrigue<br>13. villain<br>14. cantaloupe<br>15. flood    | 16. dept<br>17. cordial<br>18. disguise<br>19. jeopardy<br>20. liaison                 | 1. onomatopoeia<br>2. auxiliary<br>3. reminiscent         | Possessive Pronouns               |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Suffixes <i>-ous, -eous, -ious</i> | Mood  | <b>Skill:</b> Suffixes <i>-ous, -eous, -ious</i> | 1. jealous<br>2. fabulous<br>3. enormous<br>4. ridiculous<br>5. humorous | 6. numerous<br>7. adventurous<br>8. curious<br>9. furious<br>10. mysterious   | 11. victorious<br>12. obvious<br>13. previous<br>14. precious<br>15. vicious | 16. suspicious<br>17. cautious<br>18. courageous<br>19. courteous<br>20. miscellaneous | 1. advantageous<br>2. impervious<br>3. mischievous        | Indefinite and Reflexive Pronouns |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Syllable Patterns                  | Effect of Point of View                       | <b>Skill:</b> Syllable Patterns                  | 1. dispel<br>2. syntax<br>3. selfish<br>4. dismal<br>5. segment          | 6. confiscate<br>7. compensate<br>8. indignant<br>9. insistent<br>10. crusade | 11. humane<br>12. protest<br>13. profile<br>14. diabolic<br>15. museum       | 16. congruent<br>17. defiance<br>18. supreme<br>19. ignite<br>20. impede               | 1. identification<br>2. contemporaneous<br>3. tranquilize | Adverbs                           |

| <b>WRITING</b>   |                            |  |                                    |                                       |                                     |  |
|--|----------------------------|--|------------------------------------|---------------------------------------|-------------------------------------|--|
| <b>Unit Writing Goal:</b> I can use elements of opinion writing to write an essay. |                            |  |                                    |                                       |                                     |  |
| <b>Unit Writing Genre:</b> Opinion Essay   |                            |  |                                    |                                       |                                     |  |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                       | <b>Day 2 Skill</b>                 | <b>Day 3 Skill</b>                    | <b>Day 4 Skill</b>                  | <b>Day 5 Skill</b>                         |
| <b>Week 1</b>  | Introduce and Immerse      | Opinion Essay                            | Point of View                      | Reasons and Information               | Brainstorm a Topic and Opinion      | Plan Your Opinion Essay                    |
| <b>Week 2</b>  | Develop Elements           | Develop an Opinion                       | Develop Reasons                    | Develop Facts and Details             | Graphic Features                    | Use Technology to Produce Writing          |
| <b>Week 3</b>  | Develop Structure          | Introduction and Conclusion              | Reasons and Supporting Information | Linking Words, Phrases, and Clauses   | Formatting                          | Use Technology to Interact and Collaborate |
| <b>Week 4</b>  | Writer's Craft             | Capitalization                           | Proper Mechanics                   | Revise: Rearranging Ideas for Clarity | Revise: Combining Ideas for Clarity | Peer Editing                               |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Incorporate Peer and Teacher Suggestions | Publish a Final Draft              | Publish and Celebrate                 | Prepare for Assessment              | Assessment                                 |

| <b>WEEK 6: INQUIRY and RESEARCH</b>  |   |   |  |  |   |                                |
|--|---|---|--|--|---|--------------------------------|
| <b>Theme Goal:</b> I can collaborate with others to explore how the experiences of others reflect our own. |   |   |  |  |   |                                |
| <b>Writing Mode:</b> Argumentative/Opinion Speech  |   |   |  |  |   |                                |
|  | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>  | <b>Day 2 Collaborate and Discuss/ Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b> | <b>Day 4 Extend Research/Collaborate and Discuss</b>  | <b>Day 5 Reflect and Share</b> |
| <b>Week 6</b>  | <b>Title:</b> The Making of a Holiday<br><b>Title:</b> Awesome Jane Addams<br><b>Title:</b> You Inspire Me! | Look Back at Weekly Questions<br>Use text evidence to answer EQ: <i>How do the experiences of others reflect our own?</i><br>Research a person who has had an impact on your life. Give a speech about why we should dedicate a day to this person. | Plan Your Research Library database                    | Example of an argumentative speech<br>Bibliography   | Creating timelines and other graphic sources<br>Revise for writing mode.<br>Edit: Combining Ideas for Clarity | Present                        |

| READING   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
| Unit Reading Goal: I know about different types of fiction and understand the elements of historical fiction. |   |   |  |   |   |   |
|   | Weekly Launch   | Weekly Vocabulary   | Genre  | Text  | Close Read Skills   | Reflect and Share   |
| Week 1  | <b>Question:</b> Why should people work together to help others achieve freedom?<br><b>Text:</b> Infographic  | endure<br>ponder<br>commotion<br>commenced<br>strapping               | <b>Spotlight on Genre:</b><br>Historical Fiction | <b>Shared Read:</b> "Keeping Mr. John Holton Alive" from <i>Elijah of Buxton</i> by Christopher Paul Curtis<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit | Analyze Characters<br>Evaluate Details                    | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2  | <b>Question:</b> How can ordinary people contribute to a fight for freedom?<br><b>Text:</b> Map               | resembled<br>suspicious<br>relaying<br>stalking<br>solemnly           | <b>Spotlight on Genre:</b><br>Historical Fiction | <b>Shared Read:</b> <i>The Scarlet Stockings Spy</i> by Trinka Hakes Noble<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit                                  | Infer Multiple Themes<br>Monitor Comprehension            | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 3  | <b>Question:</b> What can governments do to protect our freedoms?<br><b>Text:</b> Word Puzzle                 | convention<br>delegates<br>ratification<br>petition<br>violations     | <b>Genre:</b> Informational Text                 | <b>Shared Read:</b> <i>The Bill of Rights (My Guide to the Constitution)</i> by Amie Jane Leavitt<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit           | Interpret Text Structure<br>Summarize                     | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 4  | <b>Question:</b> What are some things people can do when their freedom is limited?<br><b>Text:</b> Timeline   | segregation<br>mistreated<br>qualified<br>demonstrators<br>sympathize | <b>Genre:</b> Biography                          | <b>Shared Read:</b> <i>Delivering Justice: W. W. Law and the Fight for Civil Rights</i> by Jim Haskins<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit      | Explain Relationships Between Ideas<br>Generate Questions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5  | <b>Question:</b> How can going to a new place give a person new opportunities?<br><b>Text:</b> Primary Source | provisions<br>terrain<br>settlement<br>bandits<br>oblige              | <b>Spotlight on Genre:</b><br>Historical Fiction | <b>Shared Read:</b> <i>Ezekiel Johnson Goes West</i> by Guy A. Sims<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit   | Explain Author's Purpose<br>Make Inferences               | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |   |   |  |  |  |   |  |   |  |  |  |
|---|---|---|--|--|--|---|--|---|--|--|--|
| Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis. |   |   |  |  |  |   |  |   |  |  |  |
| Academic Vocabulary Words: limitation, grace, noble, empower, resist  |   |   |  |  |  |   |  |   |  |  |  |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                       | Foundational Skills: Word Study                                    | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                                      | Foundational Skills: Spelling List  |  |   |  | Foundational Skills: Challenge Words                           | Language and Conventions                 |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i>   | Varieties of English (dialects)        | <b>Skill:</b> Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i>   | 1. combine<br>2. combination<br>3. command<br>4. compress<br>5. companion     | 6. complement<br>7. concert<br>8. congestion<br>9. conclave<br>10. consensus | 11. convene<br>12. concoction<br>13. contingent<br>14. proponent<br>15. protection          | 16. protective<br>17. provide<br>18. provision<br>19. projection<br>20. promotion        | 1. proficiency<br>2. procrastination<br>3. competitiveness     | Adjectives (descriptive)                 |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans</i> | Point of View                          | <b>Skill:</b> Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans</i> | 1. antifreeze<br>2. antipathy<br>3. antithesis<br>4. antigen<br>5. antiquated | 6. midsection<br>7. midweek<br>8. midstream<br>9. midnight<br>10. midpoint   | 11. transmit<br>12. transmission<br>13. translation<br>14. translucent<br>15. transatlantic | 16. transfusion<br>17. transistor<br>18. transpose<br>19. transgress<br>20. midcontinent | 1. antihistamine<br>2. transactivation<br>3. antiestablishment | Adjectives (comparative and superlative) |

| <b>READING-WRITING BRIDGE</b>  |   |                                      |  |  |  |  |  |   |   |  |   |
|--|---|--------------------------------------|--|--|--|--|--|---|---|--|---|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading about historical fiction and writing literary analysis. |   |                                      |  |  |  |  |  |   |   |  |   |
| <b>Academic Vocabulary Words:</b> limitation, grace, noble, empower, resist  |   |                                      |  |  |  |  |  |   |   |  |   |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                  | Foundational Skills: Word Study                          | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                            | Foundational Skills: Spelling List   |  |   |   | Foundational Skills: Challenge Words                   | Language and Conventions                    |
| <b>Week 3</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Word Parts sub-, super-                    | Author's Purpose                       | <b>Skill:</b> Word Parts <i>sub-, super-</i>             | 1. subway<br>2. subset<br>3. submarine<br>4. substitute<br>5. submerge       | 6. subconscious<br>7. subordinate<br>8. subsidiary<br>9. subsequent<br>10. subdivision | 11. supermarket<br>12. supervisor<br>13. supervision<br>14. superstar<br>15. supersonic | 16. superlative<br>17. supersede<br>18. supernova<br>19. superior<br>20. superintendent | 1. superfluous<br>2. substantiate<br>3. superimpose    | Coordinating and Subordinating Conjunctions |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Word Origins                               | Graphic Features                       | <b>Skill:</b> Greek Roots                                | 1. graph<br>2. graphics<br>3. bibliography<br>4. homograph<br>5. seismograph | 6. graphite<br>7. monograph<br>8. holograph<br>9. topography<br>10. television         | 11. telecast<br>12. telepathy<br>13. telephoto<br>14. telemetry<br>15. televise         | 16. microbiology<br>17. microcosm<br>18. microchip<br>19. microbe<br>20. microwave      | 1. calligraphy<br>2. lexicographer<br>3. microanalysis | Correlative Conjunctions                    |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Latin Roots <i>audi, rupt, scrib, spec</i> | Adages                                 | <b>Skill:</b> Latin Roots <i>audi, rupt, scrib, spec</i> | 1. audio<br>2. audience<br>3. audit<br>4. audition<br>5. auditory            | 6. auditorium<br>7. bankrupt<br>8. disruptive<br>9. disruption<br>10. rupture          | 11. scribble<br>12. script<br>13. inscription<br>14. transcribe<br>15. spectacle        | 16. spectator<br>17. prospect<br>18. retrospective<br>19. speculate<br>20. inspection   | 1. audiologist<br>2. circumscribe<br>3. introspection  | Capitalization                              |

| <b>WRITING</b>  |                            |   |                              |                       |                          |                                 |
|---|----------------------------|---|------------------------------|-----------------------|--------------------------|---------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of science fiction to write a short story. |                            |   |                              |                       |                          |                                 |
| <b>Unit Writing Genre:</b> Science Fiction  |                            |   |                              |                       |                          |                                 |
|   | Weekly Focus               | Day 1 Skill                                   | Day 2 Skill                  | Day 3 Skill           | Day 4 Skill              | Day 5 Skill                     |
| <b>Week 1</b>   | Introduce and Immerse      | Science Fiction                               | Characters and Setting       | Plot                  | Set a Purpose            | Plan Your Science Fiction Story |
| <b>Week 2</b>   | Develop Elements           | Characters                                    | Setting                      | Conflict              | Resolution               | Dialogue                        |
| <b>Week 3</b>   | Develop Structure          | Introduction                                  | Sequence of Events           | Pacing the Events     | Develop the Plot         | Select a Different Genre        |
| <b>Week 4</b>   | Writer's Craft             | Prepositions and Prepositional Phrases        | Irregular Verbs              | Collective Nouns      | Correlative Conjunctions | Punctuation Marks               |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Revise: Adding and Deleting Ideas for Clarity | Edit for Indefinite Pronouns | Publish and Celebrate | Prepare for Assessment   | Assessment                      |

| <b>WEEK 6: INQUIRY and RESEARCH</b>   |  |   |   |  |  |   |
|---|--|---|---|--|--|---|
| <b>Theme Goal:</b> I can collaborate with others to determine what it means to be free. |  |   |   |  |  |   |
| <b>Writing Mode:</b> Informational  |  |   |   |  |  |   |
|   | Leveled Research Articles  | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/ Conduct Research | Day 3 Collaborate and Discuss/Refine Research                              | Day 4 Extend Research/Collaborate and Discuss  | Day 5 Reflect and Share                                     |
| <b>Week 6</b>   | <b>Title:</b> Experiencing Freedom<br><b>Title:</b> You Can Quote Me!<br><b>Title:</b> Thomas Paine's Legacy | Look Back at Weekly Questions<br>Use text evidence to answer EQ: <i>What does it mean to be free?</i><br>Conduct a survey and use the resulting data to explore what freedom means to different people (classmates, friends, people from other countries). Create your own project to represent what you think it means to be free. | Plan Your Research<br>Conduct a survey          | Examples of questions you ask in a survey<br>Primary and Secondary Sources | Online survey tools<br>Revise for writing mode and clarity.<br>Edit for language conventions | Students present their ideas about what it means to be free |



# Grade 5, Unit 5

**Unit Theme:** SCIENCE:  
OUR WORLD (Earth Science) Systems

**Essential Question:** How do elements of systems change?  
**Genre:** Informational

| READING  |  |   |  |   |  |   |
|--|--|---|--|---|--|---|
| Unit Reading Goal: I know about different types of informational texts and understand their structures and features. |  |   |  |   |  |   |
|  | Weekly Launch  | Weekly Vocabulary   | Genre  | Text  | Close Read Skills  | Reflect and Share   |
| Week 1   | <b>Question:</b> How do rocks form and change over time?<br><b>Text:</b> Infographic<br>what geologists do | minerals<br>particles<br>deposits<br>erosion<br>principles      | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> from <i>Rocks and Fossils</i> by Richard Hantula<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara  | Identify Main Idea and Details<br>Make Connections         | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2   | <b>Question:</b> What can cause water to change form?<br><b>Text:</b> Poem                                 | abundant<br>substance<br>condenses<br>altitude<br>trickles      | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>Earth's Water Cycle</i> by Diane Dakers<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara  | Interpret Text Features<br>Confirm and Correct Predictions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3   | <b>Question:</b> How can Earth's changes affect where and how we live?<br><b>Text:</b> Media (video)       | comrade<br>custom<br>coaxed<br>revived<br>heed                  | <b>Genre:</b> Fiction                            | <b>Shared Read:</b> "The Dog of Pompeii" by Louis Untermeyer<br>from <i>Best Shorts: Favorite Short Stories for Sharing</i><br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara             | Analyze Plot and Setting<br>Make Inferences                | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4   | <b>Question:</b> How do human actions create and change cycles?<br><b>Text:</b> Diagram                    | edible<br>compost<br>conscious<br>manufacturer<br>contamination | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> "Let's Talk Trash" infographic (USDA)<br>"It's Time To Get Serious About Reducing Food Waste, Feds Say" (NPR) AUDIO<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara | Compare and Contrast Accounts<br>Monitor Comprehension     | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5   | <b>Question:</b> How much should people try to influence natural systems?<br><b>Text:</b> Map              | geological<br>habitat<br>debris<br>advocates<br>valve           | <b>Genre:</b> Argumentative Text                 | <b>Shared Read:</b> <i>People Should Manage Nature</i> by Lee Francis IV<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara  | Analyze Argumentative Texts<br>Make Connections            | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |   |   |                                 |  |                                 |   |  |   |   |  |                                   |
|---|---|---|---------------------------------|--|---------------------------------|---|--|---|---|--|-----------------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis. |   |   |                                 |  |                                 |   |  |   |   |  |                                   |
| Academic Vocabulary Words: disturb, cycle, impact, composed, engineer   |   |   |                                 |  |                                 |   |  |   |   |  |                                   |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                       | Foundational Skills: Word Study | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling   | Foundational Skills: Spelling List  |  |   |   | Foundational Skills: Challenge Words               | Language and Conventions          |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Consonant Changes | Text Features                          | <b>Skill:</b> Consonant Changes | 1. isolate<br>2. isolation<br>3. select<br>4. selection<br>5. music       | 6. musician<br>7. hesitate<br>8. hesitation<br>9. frustrate<br>10. frustration | 11. elect<br>12. election<br>13. mathematics<br>14. mathematician<br>15. clinic | 16. clinician<br>17. politics<br>18. politician<br>19. coordinate<br>20. coordination | 1. esthetics<br>2. esthetician<br>3. diagnostician | Commas and Semicolons in a Series |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Syllable Patterns | Text Structure                         | <b>Skill:</b> Syllable Patterns | 1. contact<br>2. alligator<br>3. escalator<br>4. classical<br>5. innocent | 6. trifle<br>7. obstacle<br>8. miracle<br>9. icicle<br>10. struggle            | 11. medium<br>12. variable<br>13. idea<br>14. studio<br>15. stadium             | 16. radiate<br>17. strategy<br>18. finish<br>19. dutiful<br>20. arthritis             | 1. radiation<br>2. recreational<br>3. intimidation | Commas and Introductory Elements  |



| <b>READING-WRITING BRIDGE</b>  |   |                                      |  |   |                                      |   |   |   |  |  |                                    |
|--|---|--------------------------------------|--|---|--------------------------------------|---|---|---|--|--|------------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading about historical fiction and writing literary analysis. |   |                                      |  |   |                                      |   |   |   |  |  |                                    |
| <b>Academic Vocabulary Words:</b> disturb, cycle, impact, composed, engineer   |   |                                      |  |   |                                      |   |   |   |  |  |                                    |
|  | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b> | <b>Read Like a Writer, Write for a Reader</b>                       | <b>Foundational Skills: Spelling</b> | <b>Foundational Skills: Spelling List</b>   |   |   |  | <b>Foundational Skills: Challenge Words</b>                | <b>Language and Conventions</b>    |
| <b>Week 3</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Multisyllabic Words      | Shades of Meaning (Connotation and Denotation)                      | <b>Skill:</b> Multisyllabic Words    | 1. elementary<br>2. miniature<br>3. probability<br>4. definition<br>5. literature | 6. ravioli<br>7. cafeteria<br>8. mosaic<br>9. tuxedo<br>10. cylinder            | 11. intermediate<br>12. centennial<br>13. curiosity<br>14. environment<br>15. humiliate | 16. harmonica<br>17. stationery<br>18. certificate<br>19. punctuation<br>20. amateur | 1. accommodation<br>2. characterization<br>3. constituency | Title<br>Punctuation               |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Schwa                    | Graphic Features  | <b>Skill:</b> Schwa                  | 1. jewel<br>2. kingdom<br>3. gasoline<br>4. consolidation<br>5. garage            | 6. tropical<br>7. pajamas<br>8. universal<br>9. ordinary<br>10. humidity        | 11. bulletin<br>12. carnival<br>13. illustrate<br>14. elegant<br>15. census             | 16. terrific<br>17. celebrate<br>18. independent<br>19. celery<br>20. experiment     | 1. pleasurable<br>2. interdependent<br>3. problematic      | Quotation<br>Markswith<br>Dialogue |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Vowel Changes            | Rhetorical Devices<br>Literary device of first-person point of view | <b>Skill:</b> Vowel Changes          | 1. explain<br>2. explanation<br>3. cycle<br>4. cyclic<br>5. prepare               | 6. preparation<br>7. perspire<br>8. perspiration<br>9. collide<br>10. collision | 11. repeat<br>12. repetition<br>13. severe<br>14. severity<br>15. deduce                | 16. deductive<br>17. sincere<br>18. sincerity<br>19. physical<br>20. physicality     | 1. inflame<br>2. inflammation<br>3. designation            | Interjections                      |

| <b>WRITING</b>  |                            |                           |                          |                          |                        |                               |
|---|----------------------------|---------------------------|--------------------------|--------------------------|------------------------|-------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of poetry to write a poem. |                            |                           |                          |                          |                        |                               |
| <b>Unit Writing Genre:</b> Poetry                                       |                            |                           |                          |                          |                        |                               |
|   | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>        | <b>Day 2 Skill</b>       | <b>Day 3 Skill</b>       | <b>Day 4 Skill</b>     | <b>Day 5 Skill</b>            |
| <b>Week 1</b>   | Introduce and Immerse      | Poetry                    | What Poetry Sounds Like  | What Poetry Looks Like   | Brainstorm Ideas       | Plan Your Poetry              |
| <b>Week 2</b>   | Develop Elements           | Seeing Things Like a Poet | Rhythm and Rhyme         | Personification          | Simile and Metaphor    | Interjections                 |
| <b>Week 3</b>   | Develop Structure          | Line Breaks               | Stanzas                  | Punctuation              | Rhyme Scheme           | Rewriting                     |
| <b>Week 4</b>   | Writer's Craft             | When to Break the Rules   | Try a New Approach       | Correlative Conjunctions | Descriptive Adjectives | Edit Titles and Show Emphasis |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Edit for Collective Nouns | Edit for Irregular Verbs | Publish and Celebrate    | Prepare for Assessment | Assessment                    |

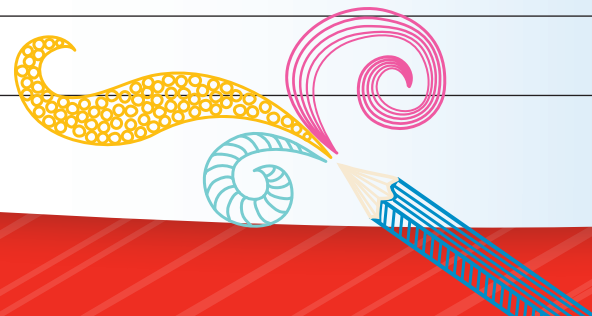
| <b>WEEK 6: INQUIRY and RESEARCH</b>   |   |   |   |  |  |  |
|---|---|---|---|--|--|--|
| <b>Theme Goal:</b> I can collaborate with others to explore how elements of systems change. |   |   |   |  |  |  |
| <b>Writing Mode:</b> Argumentative  |   |   |   |  |  |  |
|   | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>  | <b>Day 2 Collaborate and Discuss/Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b> | <b>Day 4 Extend Research/Collaborate and Discuss</b>   | <b>Day 5 Reflect and Share</b>                               |
| <b>Week 6</b>   | <b>Title:</b> Now Hear This!<br><b>Title:</b> Emergency!<br><b>Title:</b> Meet FEMA | Look Back at Weekly Questions<br>Use text evidence to answer EQ: <i>How do elements of systems change?</i> Choose a natural disaster and create a PSA (Public Service Announcement) about things people can do to be prepared and actions to take to stay safe when one occurs. Write a script that can be audio and/or video recorded. | Chart: ArgumentPrint or digital source                | Example of a script for a PSA Bibliography           | Tips for audio/video recording a presentation Revise for characteristics and craft of argumentative writing. Edit for language conventions | Present PSAs as videos or as live performances to the class. |

# Notes



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A series of horizontal lines for writing, spanning the width of the page.



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