

UNIT 1 SKILLS OVERVIEW

UNIT THEME

Journeys

WEEK 1

Informational Text

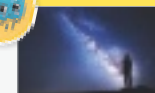
“The Path to Paper Son” and “Louie Share Kim, Paper Son”



WEEK 2

Informational Text

from *Life on Earth and Beyond*



WEEK 3

Historical Fiction

from *Pedro’s Journal*



| | | CCSS | | CCSS | | CCSS | |
|---------------------------------|--|---|-----------------------------------|--|--------------------------------|-------------------------------------|----------|
| READING WORKSHOP | Minilesson Bank | Time Line: Immigration and Expansion in the United States | RI.5.7 | Infographic: The Places Scientists Will Go! | RI.5.7 | Map: The Age of Exploration | RI.5.7 |
| | | Informational Texts: “The Path to Paper Son” and “Louie Share Kim, Paper Son” | RI.5.10 | Informational Text: Life on Earth—and Beyond | RI.5.10 | Historical Fiction: Pedro’s Journal | RL.5.10 |
| | | Domain-Specific Words | L.5.6 | Words that Relate to Scientific Concepts | L.5.6 | Multiple-Meaning Words | L.5.4 |
| | | Analyze Main Ideas and Details | RI.5.2 | Analyze Text Features | RI.5.10 | Understand Point of View | RL.5.6 |
| | | Use Text Evidence | RI.5.1 | Make Inferences | RI.5.1 | Use Text Evidence | RL.5.1 |
| | | Talk About It: Opinion | SL.5.1 | Write to Sources: Response to Informational Text | W.5.9 | Write to Sources: Opinion | W.5.9 |
| READING-WRITING WORKSHOP BRIDGE | Academic Vocabulary | Related Words | L.5.5 | Synonyms and Antonyms | L.5.5.c | Context Clues | L.5.4.a |
| | Word Study | Suffixes <i>-ic, -ism, -ive</i> | RF.5.3.a | Greek Roots | RF.5.3.a | Vowel Teams | RF.5.3.a |
| | Read Like a Writer | Explain Text Structure | RI.5.5 | Analyze Text Features | RI.5.10 | Analyze Precise Language | RL.5.6 |
| | Write for a Reader | Choose a Text Structure | L.5.6 | Use Text Features | W.5.2 | Create a Voice | W.5.3 |
| WRITING WORKSHOP | Weekly Focus | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| | Minilesson Bank | Analyze a Personal Narrative | W.5.10 | Develop an Engaging Idea | W.5.3 | Develop an Introduction | W.5.3.a |
| | | Know the Narrator | W.5.10 | Develop Specific Details | W.5.3.b | Develop a Sequence of Events | W.5.3.a |
| | | Analyze Setting and Sequence of Events | W.5.10 | Develop Sensory Details | W.5.3.d | Draft with Transitions | W.5.3.c |
| | | Brainstorm a Topic | W.5.5 | Develop Point of View | W.5.3.b | Revise to Include Important Events | W.5.5 |
| | | Plan Your Personal Narrative | W.5.8 | Compose with Dialogue | W.5.3.b | Develop a Conclusion | W.5.3.e |
| Spelling | Spell Words with Suffixes <i>-ic, -ism, -ive</i> | L.5.2.e | Spell Words with Greek Roots | L.5.2.e | Spell Words with Vowel Teams | L.5.2.e | |
| Language and Conventions | Simple Sentences | L.5.1 | Independent and Dependent Clauses | L.5.1 | Compound and Complex Sentences | L.5.1 | |

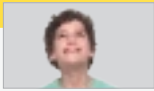
Essential Question

How do journeys change us?

WEEK 4

Poetry

Poetry Collection



WEEK 5

Informational Text

Picturesque Journeys



WEEK 6

Inquiry and Research



Hit the Road!

| | CCSS |
|--|---------|
| Leveled Research Articles | RI.5.10 |
| Use Academic Words | L.5.6 |
| Explore and Plan: Argumentative Texts | RI.5.8 |
| Conduct Research: Navigation Toolbar | W.5.8 |
| Argumentative Writing: Travel Guide | W.5.7 |
| Refine Research: Plagiarism, Paraphrasing, and Quoting | W.5.8 |
| Extend Research: Write a Business Letter | W.5.7 |
| Revise for Clarity | L.5.2 |
| Edit and Peer Review | L.5.2 |
| Celebrate and Reflect | SL.5.4 |

| | CCSS | | CCSS |
|---|----------|---|---------|
| Infographic: A Poetry Machine | RI.5.7 | Slideshow: A Painted Journey | RI.5.7 |
| Poetry: Poetry Collection | RL.5.10 | Informational Text: Picturesque Journeys | RI.5.10 |
| Literary Language | RL.5.2 | Domain-Specific Words | SL.5.2 |
| Explain Sound Devices and Figurative Language | L.5.5.a | Analyze Text Structure | RI.5.10 |
| Visualize | RL.5.10 | Confirm or Correct Predictions | RI.5.10 |
| Write to Sources: Response to Literature | W.5.9.a | Talk About It: Opinion | SL.5.1 |
| Figurative Language | L.5.5 | Parts of Speech | L.5.6 |
| Syllable Patterns V/CV and VC/V | RF.5.3.a | Silent Letters | RF.5.3 |
| Analyze Imagery | RL.5.4 | Understand Figurative Language | RI.5.1 |
| Use Imagery | W.5.3.d | Use Figurative Language | L.5.5 |
| Writer's Craft | | Publish, Celebrate, and Assess | |
| Use Adjectives | L.5.1 | Revise by Rearranging and Combining Ideas | L.5.3.a |
| Edit for Adverbs | W.5.3.c | Edit for Subject-Verb Agreement | L.5.1 |
| Edit for Indefinite Pronouns | W.5.5 | Publish and Celebrate | W.5.3 |
| Revise by Adding Ideas for Clarity | L.5.3.a | Prepare for Assessment | W.5.3 |
| Revise by Deleting Ideas for Clarity | L.5.3.a | Assessment | W.5.3 |
| Spell Words with <i>-able, -ible</i> | W.5.3.d | Spell Words with VCe Syllables | L.5.2.e |
| Common, Proper, and Collective Nouns | L.5.1 | Regular and Irregular Plural Nouns | L.5.1 |

UNIT 1 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational texts by analyzing main ideas and details.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative writing to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on **SavvasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.2, RF.5.3, W.5.3, SL.5.1.a, L.5.5

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: “Call Me Joe” T20–T21
- Informational Text T22–T23

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Suffixes *-ic, -ism, -ive* T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31, T468–T473 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T330–T331
 - » Analyze a Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T331
- Conferences T328

WRITING BRIDGE

- **FLEXIBLE OPTION**
 - Spelling: Words with Suffixes *-ic, -ism, -ive* T332

Assess Prior Knowledge T332

- **FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Complete Sentences T333

LESSON 2

RI.5.4, RF.5.3a, RF.5.4.a, SL.5.1, L.5.2.e, L.5.6

READING WORKSHOP

SHARED READ

- Introduce the Texts T32–T43
 - » Preview Vocabulary
 - » Read: “The Path to Paper Son” and “Louie Share Kim, Paper Son”

- Respond and Analyze T44–T45

- » My View
- » Develop Vocabulary

Quick Check T45

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Suffixes *-ic, -ism, -ive* T46–T47

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T49
- Strategy and Intervention Activities T48
- Fluency T48
- ELL Targeted Support T48
- Conferring T49

INDEPENDENT/COLLABORATIVE

- Independent Reading T49
- Literacy Activities T49
- Collaboration T49

WRITING WORKSHOP

MINILESSON

- Personal Narrative T334–T335
 - » Know the Narrator
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T335
- Conferences T328

WRITING BRIDGE

- Spelling: Teach Words with Suffixes *-ic, -ism, -ive* T336

- **FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Simple Sentences T337

LESSON 3

RI.5.2, RI.5.5, W.5.3,
SL.5.1, L.5.6

READING WORKSHOP

CLOSE READ

- Analyze Main Ideas and Details T50–T51
- Close Read: “The Path to Paper Son” and “Louie Share Kim, Paper Son”

 **Quick Check** T51

READING BRIDGE

- Read Like a Writer: Explain Text Structure T52–T53

FLEXIBLE OPTION

- Word Study: More Practice: Suffixes *-ic, -ism, -ive* T54–T55

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T57
- Strategy and Intervention Activities T56
- Fluency T56
- ELL Targeted Support T56
- Conferring T57

INDEPENDENT/COLLABORATIVE

- Independent Reading T57
- Literacy Activities T57
- Partner Reading T57

WRITING WORKSHOP

MINILESSON

- Personal Narrative T338–T339
 - » Analyze Setting and Sequence of Events
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T339
- Conferences T328

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: More Practice: Words with Suffixes *-ic, -ism, -ive* T340
- Language and Conventions: Teach Simple Sentences T341

LESSON 4

RI.5.1, RF.5.3, RF.5.4,
W.5.4, L.5.6

READING WORKSHOP

CLOSE READ

- Use Text Evidence T58–T59
- Close Read: “The Path to Paper Son” and “Louie Share Kim, Paper Son”

 **Quick Check** T59

READING BRIDGE

- Write for a Reader: Choose a Text Structure T60–T61

FLEXIBLE OPTION

- Word Study: Spiral Review: Suffixes *-er, -est* T62–T63

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T65
- Strategy and Intervention Activities T64
- Fluency T64
- ELL Targeted Support T64
- Conferring T65

INDEPENDENT/COLLABORATIVE

- Independent Reading T65
- Literacy Activities T65

WRITING WORKSHOP

MINILESSON

- Personal Narrative T342–T343
 - » Brainstorm a Topic
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T343
- Conferences T328

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Suffixes *-er, -est* T344
- Language and Conventions: Practice Simple Sentences T345

LESSON 5

RI.5.9, RF.5.3.a, SL.5.1.a,
SL.5.1.c, SL.5.4, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T66–T67

» Talk About It

 **Quick Check** T67

» Weekly Question

READING BRIDGE

FLEXIBLE OPTION

- Word Study: Suffixes *-ic, -ism, -ive* T68–T69

 **Assess Understanding** T68

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T71
- Strategy, Intervention, and On-Level/Advanced Activities T70
- ELL Targeted Support T70
- Conferring T71

INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

BOOK CLUB T71, T468–T473 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T346
 - » Plan Your Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T346–T347 **SEL**
- Conferences T328

WRITING BRIDGE

- Spelling: Words with Suffixes *-ic, -ism, -ive* T348

 **Assess Understanding** T348

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T349

UNIT 1 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational texts by analyzing text features.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative writing to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

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LESSON 1

RF.5.3.a, W.5.3, W.5.8, SL.5.1, L.5.4.b, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T76–T77
- Listening Comprehension: Read Aloud: “Searching for Life Under the Sea” T78–T79
- Informational Text T80–T81
- ☑ **Quick Check** T81

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T82–T83
- Word Study: Teach Greek Roots *chron*, *meter*, *photo*, *bio*, *geo*, *logy* T84–T85

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T86–T87, T89
- Strategy, Intervention, and On-Level/Advanced Activities T88
- ELL Targeted Support T88
- Conferring T89

INDEPENDENT/COLLABORATIVE

- Independent Reading T89
- Literacy Activities T89

BOOK CLUB T89, T474–T475 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T354–T355
 - » Develop an Engaging Idea
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T355
- Conferences T352

WRITING BRIDGE

- Spelling: Greek Roots T356
 - ☑ **Assess Prior Knowledge** T356
- Language and Conventions: Spiral Review: Simple Sentences T357

LESSON 2

RF.5.3.a, RF.5.4.a, W.5.3.b, W.5.3.d, L.5.2.e, L.5.6

READING WORKSHOP

SHARED READ

- Introduce the Text T90–T107
 - » Preview Vocabulary
 - » Read: *Life on Earth—and Beyond*
- Respond and Analyze T108–T109
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T109
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Greek Roots T110–T111

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T86–T87, T113
- Strategy and Intervention Activities T112
- Fluency T112
- ELL Targeted Support T112
- Conferring T113

INDEPENDENT/COLLABORATIVE

- Independent Reading T113
- Literacy Activities T113

WRITING WORKSHOP

MINILESSON

- Personal Narrative T358–T359
 - » Develop Specific Details
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T359
- Conferences T352

WRITING BRIDGE

- Spelling: Teach Greek Roots T360
- Language and Conventions: Oral Language: Independent and Dependent Clauses T361

LESSON 3


RI.5.10, RF.5.4, W.5.3,
W.5.3.b, W.5.3.d, L.5.3.a

READING WORKSHOP

CLOSE READ

- Analyze Text Features T114–T115
 - » Close Read: *Life on Earth—and Beyond*
- Quick Check T115

READING BRIDGE

- Read Like a Writer: Analyze Text Features T116–T117
- FLEXIBLE OPTION** 
- Word Study: More Practice: Greek Roots T118–T119

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T86–T87, T121
- Strategy and Intervention Activities T120
- Fluency T120
- ELL Targeted Support T120
- Conferring T121

INDEPENDENT/COLLABORATIVE

- Independent Reading T121
- Literacy Activities T121
- Partner Reading T121

WRITING WORKSHOP


MINILESSON

- Personal Narrative T362–T363
 - » Develop Sensory Details
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T363
- Conferences T352

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Greek Roots T364
- Language and Conventions: Teach Independent and Dependent Clauses T365

LESSON 4


RI.5.1, RF.5.3.a, W.5.3.a,
W.5.3.b, L.5.2.e, L.5.3.a

READING WORKSHOP

CLOSE READ

- Make Inferences T122–T123
 - » Close Read: *Life on Earth—and Beyond*
- Quick Check T123

READING BRIDGE

- Write for a Reader: Use Text Features T124–T125
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Suffixes *-ic, -ism, -ive* T126–T127

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T86–T87, T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP


MINILESSON

- Personal Narrative T366–T367
 - » Develop Point of View
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T367
- Conferences T352

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Suffixes *-ic, -ism, -ive* T368
- Language and Conventions: Practice Independent and Dependent Clauses T369

LESSON 5

RI.5.9, W.5.3.b, W.5.9.b,
W.5.10, SL.5.1, L.5.4.b

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T130–T131
 - » Write to Sources
- Quick Check T131
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Greek Roots T132–T133
 - Assess Understanding T132


SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T86–T87, T135
- Strategy, Intervention, and On-Level/Advanced Activities T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE

- Independent Reading T135
- Literacy Activities T135


BOOK CLUB T135, T474–T475 **SEL** 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T370
 - » Compose with Dialogue
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T370–T371 **SEL** 
- Conferences T352

WRITING BRIDGE

- Spelling: Greek Roots *chron, meter, photo, bio, geo, logy* T372
 - Assess Understanding T372
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T373

UNIT 1 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about the theme *Journeys* by analyzing point of view in historical fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative writing to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

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- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

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LESSON 1

RF.5.4, RF.5.4.b, W.5.3.a, SL.5.1, L.5.4.a

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Map: Weekly Question T140–T141
- Listening Comprehension: Read Aloud: “Rosa’s Journey” T142–T143
- Historical Fiction T144–T145
- Quick Check** T145

READING BRIDGE

- Academic Vocabulary: Context Clues T146–T147
- Word Study: Teach Vowel Teams T148–T149

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T153
- Strategy, Intervention, and On-Level/Advanced Activities T152
- ELL Targeted Support T152
- Conferring T153

INDEPENDENT/COLLABORATIVE

- Independent Reading T153
- Literacy Activities T153

BOOK CLUB T153, T476–T477 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T378–T379
 - » Develop an Introduction
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T379
- Conferences T376

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Vowel Teams T380
 - Assess Prior Knowledge** T380
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Independent and Dependent Clauses T381

LESSON 2

RL.5.4, RL.5.7, RF.5.3.a, W.5.3.a, L.5.2.e, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Text T154–T173
 - » Preview Vocabulary
 - » Read: *Pedro’s Journal*
- Respond and Analyze T174–T175
 - » My View
 - » Develop Vocabulary
- Quick Check** T175
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Vowel Teams T176–T177

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T179
- Strategy and Intervention Activities T178
- Fluency T178
- ELL Targeted Support T178
- Conferring T179

INDEPENDENT/COLLABORATIVE

- Independent Reading T179
- Literacy Activities T179
- Partner Reading T179

WRITING WORKSHOP

MINILESSON

- Personal Narrative T382–T383
 - » Develop a Sequence of Events
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T383
- Conferences T376

WRITING BRIDGE

- Spelling: Teach Vowel Teams T384
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Compound and Complex Sentences T385

LESSON 3

RL.5.6, W.5.3, W.5.3.c,
L.5.3.a, L.5.6

READING WORKSHOP

CLOSE READ

- Understand Point of View T180–T181
 - » Close Read: *Pedro's Journal*
- ✓ **Quick Check** T181

READING BRIDGE

- Read Like a Writer: Analyze Precise Language T182–T183
- Word Study: More Practice: **FLEXIBLE OPTION** Vowel Teams T184–T185

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T187
- Strategy and Intervention Activities T186
- Fluency T186
- ELL Targeted Support T186
- Conferring T187

INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187

WRITING WORKSHOP

MINILESSON

- Personal Narrative T386–T387
 - » Draft with Transitions
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T387
- Conferences T376

WRITING BRIDGE

- Spelling: More Practice: **FLEXIBLE OPTION** Vowel Teams T388
- Language and Conventions: Teach Compound and Complex Sentences T389

LESSON 4

RL.5.1, RL.5.6, W.5.5,
W.5.10, L.5.3.a, L.5.4.b

READING WORKSHOP

CLOSE READ

- Use Text Evidence T188–T189
 - » Close Read: *Pedro's Journal*
- ✓ **Quick Check** T189

READING BRIDGE

- Write for a Reader: Create a Voice T190–T191
- Word Study: Spiral Review: **FLEXIBLE OPTION** Greek Roots T192–T193

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T195
- Strategy and Intervention Activities T194
- Fluency T194
- ELL Targeted Support T194
- Conferring T195

INDEPENDENT/COLLABORATIVE

- Independent Reading T195
- Literacy Activities T195
- Partner Reading T195

WRITING WORKSHOP

MINILESSON

- Personal Narrative T390–T391
 - » Revise to Include Important Events
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T391
- Conferences T376

WRITING BRIDGE

- Spelling: Spiral Review: **FLEXIBLE OPTION** Words with Greek Roots T392
- Language and Conventions: Practice Compound and Complex Sentences T393

LESSON 5

RF.5.3.a, W.5.1, W.5.3.e,
W.5.10, SL.5.1, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T196–T197
 - » Write to Sources
- ✓ **Quick Check** T197
- » Weekly Question

READING BRIDGE

- Word Study: Vowel Teams T198–T199 **FLEXIBLE OPTION**
 - ✓ **Assess Understanding** T198

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T201
- Strategy, Intervention, and On-Level/Advanced Activities T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

BOOK CLUB T201, T476–T477 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T394
 - » Develop a Conclusion
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T395
- Conferences T376

WRITING BRIDGE

- Spelling: Vowel Teams T396
 - ✓ **Assess Understanding** T396
- Language and Conventions: **FLEXIBLE OPTION** Standards Practice T397

UNIT 1 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- SHARED READING 35–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 20–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can learn more about the theme *Journeys* by analyzing language in poetry.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative writing to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on **SavvasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RF.5.3.a, RF.5.4.b, W.5.3, SL.5.1.a, L.5.1, L.5.5.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T206–T207
- Listening Comprehension: Read Aloud: “I Hold the World” T208–T209
- Poetry T210–T211
- Quick Check** T211

READING BRIDGE

- Academic Vocabulary: Figurative Language: Idioms T212–T213
- Word Study: Teach Suffixes *-able, -ible* T214–T215

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T219
- Strategy, Intervention, and On-Level/Advanced Activities T218
- ELL Targeted Support T218
- Conferring T219

INDEPENDENT/COLLABORATIVE

- Independent Reading T219
- Literacy Activities T219

BOOK CLUB T219, T478–T479 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T402–T403
 - » Use Adjectives
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T403
- Conferences T400

WRITING BRIDGE

- Spelling: Words with *-able, -ible* T404
 - Assess Prior Knowledge** T404
- Language and Conventions: Spiral Review: Compound and Complex Sentences T405

LESSON 2

RL.5.2, RF.5.3.a, L.5.1, L.5.2.e, L.5.3

READING WORKSHOP

SHARED READ

- Introduce the Text T220–T229
 - » Preview Vocabulary
 - » Read: Poetry Collection
- Respond and Analyze T230–T231
 - » My View
 - » Develop Vocabulary
- Quick Check** T231
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Suffixes *-able, -ible* T232–T233
- High-Frequency Words T232

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T235
- Strategy and Intervention Activities T234
- Fluency T234
- ELL Targeted Support T234
- Conferring T235

INDEPENDENT/COLLABORATIVE

- Independent Reading T235
- Literacy Activities T235

WRITING WORKSHOP

MINILESSON

- Personal Narrative T406–T407
 - » Edit for Adverbs
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T407
- Conferences T400

WRITING BRIDGE

- Spelling: Teach Words with *-able, -ible* T408
- Language and Conventions: Oral Language: Common, Proper, and Collective Nouns T409

LESSON 3


RL.5.4, RL.5.5, W.5.3,
L.5.1, L.5.5.a

READING WORKSHOP

CLOSE READ

- Explain Sound Devices and Figurative Language T236–T237
- » Close Read: Poetry Collection
- Quick Check** T237

READING BRIDGE

- Read Like a Writer: Analyze Imagery T238–T239
- FLEXIBLE OPTION** 
- Word Study: More Practice: Suffixes *-able*, *-ible* T240–T241

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T243
- Strategy and Intervention Activities T242
- Fluency T242
- ELL Targeted Support T242
- Conferring T243

INDEPENDENT/COLLABORATIVE

- Independent Reading T243
- Literacy Activities T243
- Partner Reading T243

WRITING WORKSHOP


MINILESSON

- Personal Narrative T410–T411
- » Edit for Indefinite Pronouns
- » Share Back

INDEPENDENT WRITING

- Personal Narrative T411
- Conferences T400

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Words with *-able*, *-ible* T412
- Language and Conventions: Teach Common, Proper, and Collective Nouns T413

LESSON 4


RL.5.10, RF.5.4, L.5.3.a,
W.5.4, W.5.5

READING WORKSHOP

CLOSE READ

- Visualize T244–T245
- » Close Read: Poetry Collection
- Quick Check** T245

READING BRIDGE

- Write for a Reader: Use Imagery T246–T247
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Vowel Teams T248–T249

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T251
- Strategy and Intervention Activities T250
- Fluency T250
- ELL Targeted Support T250
- Conferring T251

INDEPENDENT/COLLABORATIVE

- Independent Reading T251
- Literacy Activities T251

WRITING WORKSHOP


MINILESSON

- Personal Narrative T414–T415
- » Revise by Adding Ideas for Clarity
- » Share Back

INDEPENDENT WRITING

- Personal Narrative T415
- Conferences T400

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Words with Vowel Teams T416
- Language and Conventions: Practice Common, Proper, and Collective Nouns T417

LESSON 5


RF.5.3.a, W.5.5, SL.5.1,
L.5.2.e, L.5.3.a

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T252–T253
- » Write to Sources
- Quick Check** T253
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Suffixes *-able*, *-ible* T254–T255
- Assess Understanding** T254


SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T257
- Strategy, Intervention, and On-Level/Advanced Activities T256
- ELL Targeted Support T256
- Conferring T257

INDEPENDENT/COLLABORATIVE

- Independent Reading T257
- Literacy Activities T257

BOOK CLUB T257, T478–T479 **SEL** 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T418
- » Revise by Deleting Ideas for Clarity
- » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T418–T419 **SEL** 
- Conferences T400

WRITING BRIDGE

- Spelling: Words with *-able*, *-ible* T420
- Assess Understanding** T420
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T421

UNIT 1 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational texts by analyzing text structure.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative writing to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on **SavvasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks
- Writing Workshop Performance-Based Assessment

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.10, RF.5.3.a, W.5.5, SL.5.2, L.5.3.a, L.5.5

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Slideshow: Weekly Question T262–T263
- Listening Comprehension: Read Aloud: “Life in Black and White” T264–T265
- Informational Text T266–T267
- ☑ **Quick Check** T267

READING BRIDGE

- Academic Vocabulary: Parts of Speech T268–T269
- Word Study: Teach VCe Syllables T270–T271

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T272–T273, T275
- Strategy, Intervention, and On-Level/Advanced Activities T274
- ELL Targeted Support T274
- Conferring T275

INDEPENDENT/COLLABORATIVE

- Independent Reading T275
- Literacy Activities T275

BOOK CLUB T275, T480–T481 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T426–T427
 - » Revise by Rearranging and Combining Ideas
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T427
- Conferences T424

WRITING BRIDGE

- Spelling: Words with VCe Syllables T428
 - ☑ **Assess Prior Knowledge** T428
- Language and Conventions:
 - ◀ **FLEXIBLE OPTION**
 - Spiral Review: Common, Proper, and Collective Nouns T429

LESSON 2

RI.5.4, RF.5.3.a, SL.5.2, SL.5.6, L.5.4.a

READING WORKSHOP

SHARED READ

- Introduce the Text T276–T291
 - » Preview Vocabulary
 - » Read: *Picturesque Journeys*
- Respond and Analyze T292–T293
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T293
- » Check for Understanding

READING BRIDGE

- Word Study: Apply VCe Syllables T294–T295

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T272–T273, T297
- Strategy and Intervention Activities T296
- Fluency T296
- ELL Targeted Support T296
- Conferring T297

INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297
- Partner Reading T297

WRITING WORKSHOP

MINILESSON

- Personal Narrative T430–T431
 - » Edit for Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T431
- Conferences T424

WRITING BRIDGE

- Spelling: Teach Words with VCe Syllables T432
- Language and Conventions:
 - ◀ **FLEXIBLE OPTION**
 - Oral Language: Regular and Irregular Plural Nouns T433

LESSON 3


RI.5.10, W.5.3, W.5.6,
L.5.1, L.5.5.a

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T298–T299
 - » Close Read: *Picturesque Journeys*
 - Quick Check** T299

READING BRIDGE

- Read Like a Writer: Understand Figurative Language T300–T301
- Word Study: More Practice: VCe Syllables T302–T303 **FLEXIBLE OPTION** 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T272–T273, T305
- Strategy and Intervention Activities T304
- Fluency T304
- ELL Targeted Support T304
- Conferring T305

INDEPENDENT/COLLABORATIVE

- Independent Reading T305
- Literacy Activities T305

WRITING WORKSHOP


MINILESSON

- Personal Narrative T434–T435
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T435
- Conferences T424

WRITING BRIDGE

- Spelling: More Practice: Words with VCe Syllables T436 **FLEXIBLE OPTION** 
- Language and Conventions: Teach Regular and Irregular Plural Nouns T437

LESSON 4


RF.5.3.a, RF.5.4.a, W.5.10,
L.5.2.e, L.5.1

READING WORKSHOP

CLOSE READ

- Confirm or Correct Predictions T306–T307
 - » Close Read: *Picturesque Journeys*
 - Quick Check** T307

READING BRIDGE

- Write for a Reader: Use Figurative Language T308–T309
- Word Study: Spiral Review: Suffixes *-able*, *-ible* T310–T311 **FLEXIBLE OPTION** 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T272–T273, T313
- Strategy and Intervention Activities T312
- Fluency T312
- ELL Targeted Support T312
- Conferring T313

INDEPENDENT/COLLABORATIVE

- Independent Reading T313
- Literacy Activities T313
- Partner Reading T313

WRITING WORKSHOP


MINILESSON

- Personal Narrative T438–T439
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T439
- Conferences T424

WRITING BRIDGE

- Spelling: Spiral Review: Word Parts *-able*, *-ible* T440 **FLEXIBLE OPTION** 
- Language and Conventions: Practice Regular and Irregular Plural Noun T441

LESSON 5


RI.5.1, R.F.3.a, SL.5.4,
L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T314–T315
 - » Talk About It
 - Quick Check** T315
 - » Weekly Question

READING BRIDGE

- Word Study: VCe Syllables T316–T317 **FLEXIBLE OPTION** 
 - Assess Understanding** T316


SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T272–T273, T319
- Strategy, Intervention, and On-Level/Advanced Activities T318
- ELL Targeted Support T318
- Conferring T319

INDEPENDENT/COLLABORATIVE

- Independent Reading T319
- Literacy Activities T319

BOOK CLUB T319, T480–T481 **SEL** 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T442
 - » Assessment

INDEPENDENT WRITING

- Assessment T442–T443

WRITING BRIDGE

- Spelling: Words with VCe Syllables T444
 - Assess Understanding** T444
- Language and Conventions: Standards Practice T445 **FLEXIBLE OPTION** 

PROJECT FOCUS

This week students will

- research a country they want to visit.
- write an argumentative travel brochure.

Lesson 1 Compare Across Texts

T450–T453

RI.5.5, RI.5.10,
SL.5.1.a, SL.5.1.c,
L.5.6

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “Culture Shock”
- Generate questions
- Use Academic Vocabulary

Lesson 2 Explore and Plan

T454–T457

RI.5.7, RI.5.8, W.5.1,
W.5.7, W.5.8, W.5.10

- Argumentative Writing
- Read “All Aboard!”
- Apply characteristics to text

Conduct Research

- Web site navigation toolbars and site maps
- Use tools to research

Lesson 3 Collaborate and Discuss

T458–T461

RI.5.1, W.5.1, W.5.7,
W.5.8, SL.5.1, L.5.2

- Analyze Student Model
- Identify features of an argumentative text

Refine Research

- Quoting and Paraphrasing
- Read “Ellis Island: The Immigrant Journey”
- Apply quoting and paraphrasing to article

Lesson 4 Extend Research

T462–T465

W.5.1, W.5.5, W.5.7,
SL.5.1, L.5.2

- Write a Business Letter
- Incorporate business letter into research

Collaborate and Discuss

- Revise and Edit: Add Details
- Peer review travel guides

Lesson 5 Celebrate and Reflect

T466–T467

RI.5.10, RF.5.4.a,
W.5.6, W.5.10, SL.5.1

- Share your travel guides
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT 2 SKILLS OVERVIEW

UNIT THEME

Observations

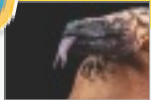
| | | WEEK 1 | | WEEK 2 | | WEEK 3 | |
|--------------------------|------------------------|--|----------------------------------|--|------------------------------------|--|----------|
| | | Informational Text <i>from Far from Shore</i> | | Informational Text <i>A Place for Frogs</i> | | Realistic Fiction <i>from Hatchet</i> | |
| | | CCSS | | CCSS | | CCSS | |
| READING WORKSHOP | Minilesson Bank | Infographic: How Scientists Study Ocean Life | RI.5.10 | Map: Protecting Habitats | RI.5.10 | Poem: Perfect Inspiration | RL.5.10 |
| | | Informational Text: Far from Shore | RI.5.10 | Informational Text: A Place for Frogs | RI.5.10 | Realistic Fiction: Hatchet | RL.5.10 |
| | | Domain-specific vocabulary | L.5.6 | Words that relate to key ideas in the text | RI.5.4 | Words that relate to feelings or actions | RL.5.4 |
| | | Explain Author's Purpose | RI.5.10 | Analyze Text Structure | RI.5.10 | Analyze Point of View | RL.5.6 |
| | | Evaluate Details | RI.5.8 | Monitor Comprehension | RI.5.10 | Generate Questions | RL.5.10 |
| | | Talk About It | SL.5.1 | Write to Sources | W.5.9 | Write to Sources | W.5.9.a |
| | Academic Vocabulary | Related Words | L.5.4.c | Synonyms and Antonyms | L.5.5.c | Context Clues | L.5.4.a |
| | Word Study | Open and Closed Syllables | RF.5.3.a | Final Stable Syllables <i>-le, -tion, -sion</i> | RF.5.3.a | <i>r</i> -Controlled Vowels | RF.5.3.a |
| | Read Like a Writer | Analyze Graphic Features | RI.5.10 | Analyze Author's Purpose | RI.5.10 | Analyze Voice | RL.5.6 |
| | Write for a Reader | Use Graphic Features | W.5.2.a | Develop Author's Purpose | W.5.1 | Use Voice | W.5.4 |
| WRITING WORKSHOP | Weekly Focus | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| | Minilesson Bank | Analyze an Informational Article | W.5.10 | Develop an Engaging Idea | W.5.4 | Develop and Compose an Introduction | W.5.2.a |
| | | Analyze a Lead Paragraph | W.5.10 | Draft with Specific Facts and Concrete Details | W.5.2.b | Develop with Related Information | W.5.2.a |
| | | Identify Details in Photographs | W.5.10 | Develop with Definitions and Quotations | W.5.2.b | Develop with Transitions | W.5.2.c |
| | | Set a Purpose | W.5.4 | Develop with Other Information | W.5.2.b | Use Formatting | W.5.2.a |
| | | Plan Your Informational Article | W.5.4 | Develop with Visuals and Multimedia | W.5.2.a | Develop and Compose a Conclusion | W.5.2.e |
| | Spelling | Spell Words with Open and Closed Syllables | L.5.2.e | Spell Words with Final Stable Syllables | L.5.2.e | Spell Words with <i>r</i> -Controlled Vowels | L.5.2.e |
| Language and Conventions | Subject-Verb Agreement | L.5.1 | Principal Parts of Regular Verbs | L.5.1.c | Principal Parts of Irregular Verbs | L.5.1.c | |

Essential Question

How do we learn through our observations?

WEEK 4

Informational Text
"Tracking Monsters"



| | CCSS |
|---|----------|
| Primary Sources: In the Words of Theodore Roosevelt | RI.5.10 |
| Informational Text: "Tracking Monsters" | RI.5.10 |
| Domain-specific words | RI.5.4 |
| Explain Relationships Between Ideas | RI.5.3 |
| Confirm or Correct Predictions | RI.5.10 |
| Write to Sources | W.5.9.b |
| Analogy | L.5.5 |
| Prefixes <i>il-</i> , <i>in-</i> , <i>im-</i> , <i>ir-</i> | RF.5.3.a |
| Analyze Author's Message | RI.5.10 |
| Develop Author's Message | W.5.2 |
| Writer's Craft | |
| Use Precise Language | W.5.2.d |
| Use Correct Verb Tense | L.5.1.b |
| Edit for Adverbs | W.5.2.c |
| Edit Simple and Compound Sentences | W.5.2.c |
| Edit for Prepositional Phrases | L.5.1.a |
| Spell Words with Prefixes <i>il-</i> , <i>in-</i> , <i>im-</i> , <i>ir-</i> | L.5.2.e |
| Perfect Verb Tenses | L.5.1.b |

WEEK 5

Argumentative Texts
Let Wild Animals Be Wild and Don't Release Animals Back to the Wild



| | CCSS |
|---|----------|
| Video: Saving Natural Habitats | RI.5.7 |
| Argumentative Texts: Let Wild Animals Be/ Don't Release Animals | RI.5.10 |
| Precise words | RI.5.4 |
| Analyze Argumentative Texts | RI.5.8 |
| Synthesize Information | RI.5.6 |
| Talk About It | SL.5.1.a |
| Parts of Speech | L.5.6 |
| Base Words and Endings | RF.5.3.a |
| Understand First-Person Point of View | RI.5.6 |
| Use First-Person Point of View | W.5.1 |
| Publish, Celebrate, and Assess | |
| Edit for Punctuation Marks | L.5.2.a |
| Edit for Capitalization | L.5.2 |
| Publish and Celebrate | W.5.2 |
| Prepare for Assessment | W.5.2 |
| Assessment | W.5.2 |
| Spell Base Words with Endings | L.5.2.e |
| Active Voice | L.5.1 |

WEEK 6

Inquiry and Research



Staying Alive!

| | CCSS |
|--|---------|
| Leveled Research Articles | RI.5.10 |
| Use Academic Words | L.5.6 |
| Explore and Plan: Informational Texts | W.5.7 |
| Conduct Research: Search Engine | RI.5.7 |
| Informational Texts | W.5.7 |
| Refine Research: Primary and Secondary Sources | W.5.7 |
| Extend Research: Write a Business E-mail | W.5.6 |
| Revise Vocabulary | W.5.5 |
| Edit and Peer Review | W.5.5 |
| Celebrate and Reflect | SL.5.4 |

UNIT 2 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational text by analyzing an author’s purpose.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
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- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.10, RF.5.3, W.5.2, SL.5.2, L.5.4, L.5.5

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: “Jellyfish: Valuable Slime” T20–T21
- Informational Text T22–T23

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Open and Closed Syllables T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31, T476–T481

WRITING WORKSHOP

MINILESSON

- Informational Article T338–T339
 - » Informational Article
 - » Share Back

INDEPENDENT WRITING

- Informational Article T339
- Conferences T336

WRITING BRIDGE

- Spelling: Open and Closed Syllables V/CV T340

Assess Prior Knowledge T340

- Language and Conventions: Spiral Review: Regular and Irregular Plural Nouns T341

LESSON 2

RF.5.3, RF.5.4.a, W.5.2.a, SL.5.2, SL.5.6, L.5.2.e

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T49
 - » Preview Vocabulary
 - » Read: *Far from Shore*
- Respond and Analyze T50–T51
 - » My View
 - » Develop Vocabulary

Quick Check T51

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Open and Closed Syllables T52–T53

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T55
- Strategy and Intervention Activities T54
- Fluency T54
- ELL Targeted Support T54
- Conferring T55

INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55
- Collaboration T55

WRITING WORKSHOP

MINILESSON

- Informational Article T342–T343
 - » Lead Paragraph
 - » Share Back

INDEPENDENT WRITING

- Informational Article T343
- Conferences T336

WRITING BRIDGE

- Spelling: Teach Open and Closed Syllables T344

- Language and Conventions: Oral Language: Subject-Verb Agreement T345

LESSON 3

RI.5.10, RF.5.3.a, RF.5.4,
SL.5.2, L.5.1

READING WORKSHOP

CLOSE READ

- Explain Author's Purpose T56–T57
 - » Close Read: *Far from Shore*
- ☑ **Quick Check** T57

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T58–T59
- Word Study: More Practice: Open and Closed Syllables T60–T61

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T63
- Strategy and Intervention Activities T62
- Fluency T62
- ELL Targeted Support T62
- Conferring T63

INDEPENDENT/COLLABORATIVE

- Independent Reading T63
- Literacy Activities T63
- Partner Reading T63

WRITING WORKSHOP

MINILESSON

- Informational Article T346–T347
 - » Identify Details in Photographs
 - » Share Back

INDEPENDENT WRITING

- Informational Article T346
- Conferences T336

WRITING BRIDGE

- Spelling: More Practice: Open and Closed Syllables T348
- Language and Conventions: Teach Subject-Verb Agreement T349

LESSON 4

RI.5.8, W.5.4, W.5.5,
SL.5.6, L.5.1

READING WORKSHOP

CLOSE READ

- Evaluate Details T64–T65
 - » Close Read: *Far from Shore*
- ☑ **Quick Check** T65

READING BRIDGE

- Write for a Reader: Use Graphic Features T66–T67
- Word Study: Spiral Review: VCe Syllables T68–T69

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T71
- Strategy and Intervention Activities T70
- Fluency T70
- ELL Targeted Support T70
- Conferring T71

INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

WRITING WORKSHOP

MINILESSON

- Informational Article T350–T351
 - » Set a Purpose
 - » Share Back

INDEPENDENT WRITING

- Informational Article T350
- Conferences T336

WRITING BRIDGE

- Spelling: Spiral Review: VCe Syllables T352
- Language and Conventions: Practice Subject-Verb Agreement T353

LESSON 5

W.5.4, W.5.5, SL.5.1.b,
SL.5.1.c, SL.5.1.d

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T72–T73
 - » Talk About It
- ☑ **Quick Check** T73
- » Weekly Question

READING BRIDGE

- Word Study: Open and Closed Syllables T74–T75
- ☑ **Assess Understanding** T74

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T77
- Strategy, Intervention, and On-Level/Advanced Activities T76
- ELL Targeted Support T76
- Conferring T77

INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77

BOOK CLUB T77, T476–T481 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T354–T355
 - » Plan Your Informational Article
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T354–T355 **SEL**
- Conferences T336

WRITING BRIDGE

- Spelling: Open and Closed Syllables T356
- ☑ **Assess Understanding** T356
- Language and Conventions: Standards Practice T357

FLEXIBLE OPTION

UNIT 2 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational text by analyzing text structure.
- I can develop knowledge about language to make connections between reading fiction and writing.
- I can use elements of informational writing to write an informational article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.2, RF.5.3.a, W.5.2, SL.5.2, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Map: Weekly Question T82–T83
- Listening Comprehension: Read Aloud: “The Manatees’ Future Is Looking Brighter” T84–T85
- Informational Text T86–T87
- ☑ **Quick Check** T87

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T88–T89
- Word Study: Teach Final Stable Syllables *-le, -tion, -sion* T90–T91

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T92–T93, T95
- Strategy, Intervention, and On-Level/Advanced Activities T94
- ELL Targeted Support T94
- Conferring T95

INDEPENDENT/COLLABORATIVE

- Independent Reading T95
- Literacy Activities T95

BOOK CLUB T95, T482–T483 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T362
 - » Develop an Engaging Idea
 - » Share Back

INDEPENDENT WRITING

- Informational Article T363
- Conferences T360

WRITING BRIDGE

- Spelling: Final Stable Syllables *-le, -tion, -sion* T364
 - ☑ **Assess Prior Knowledge** T364

- Language and Conventions: Spiral Review: Subject-Verb Agreement T365

LESSON 2

RI.5.10, W.5.2.b, W.5.2.d, SL.5.6, L.5.1.c, L.5.2.e

READING WORKSHOP

SHARED READ

- Introduce the Text T96–T113
 - » Preview Vocabulary
 - » Read: *A Place for Frogs*
- Respond and Analyze T114–T115
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T115
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Final Stable Syllables *-le, -tion, -sion* T116–T117

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T92–T93, T119
- Strategy and Intervention Activities T118
- Fluency T118
- ELL Targeted Support T118
- Conferring T119

INDEPENDENT/COLLABORATIVE

- Independent Reading T119
- Literacy Activities T119
- Partner Reading T119

WRITING WORKSHOP

MINILESSON

- Informational Article T366
 - » Draft with Specific Facts and Concrete Details
 - » Share Back

INDEPENDENT WRITING

- Informational Article T367
- Conferences T360

WRITING BRIDGE

- Spelling: Teach Final Stable Syllables *-le, -tion, -sion* T368

- Language and Conventions: Oral Language: Principal Parts of Regular Verbs T369

LESSON 3

RI.5.10, RF.5.3.a, RF.5.4,
W.5.2.b, L.5.1.c

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T120–T121
 - » Close Read: *A Place for Frogs*
 - Quick Check** T121

READING BRIDGE

- Read Like a Writer: Analyze Author's Purpose T122–T123
- Word Study: More Practice: Final Stable Syllables *-le, -tion, -sion* T124–T125 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T92–T93, T127
- Strategy and Intervention Activities T126
- Fluency T126
- ELL Targeted Support T126
- Conferring T127

INDEPENDENT/COLLABORATIVE

- Independent Reading T127
- Literacy Activities T127

WRITING WORKSHOP

MINILESSON

- Informational Article T370
 - » Develop with Definitions and Quotations
 - » Share Back

INDEPENDENT WRITING

- Informational Article T371
- Conferences T360

WRITING BRIDGE

- Spelling: More Practice: Final Stable Syllables *-le, -tion, -sion* T372 **FLEXIBLE OPTION**
- Language and Conventions: Teach Principal Parts of Regular Verbs T373

LESSON 4

RF.5.3, RF.5.4, W.5.2.b,
W.5.4, L.5.1.c

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T128–T129
 - » Close Read: *A Place for Frogs*
 - Quick Check** T129

READING BRIDGE

- Write for a Reader: Develop Author's Purpose T130–T131
- Word Study: Spiral Review: Open and Closed Syllables T132–T133 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T92–T93, T135
- Strategy and Intervention Activities T134
- Fluency T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE

- Independent Reading T135
- Literacy Activities T135
- Partner Reading T135

WRITING WORKSHOP

MINILESSON

- Informational Article T374
 - » Develop with Other Information and Examples
 - » Share Back

INDEPENDENT WRITING

- Informational Article T375
- Conferences T360

WRITING BRIDGE

- Spelling: Spiral Review: Open and Closed Syllables T376 **FLEXIBLE OPTION**
- Language and Conventions: Practice Principal Parts of Regular Verbs T377

LESSON 5

RI.5.9, RF.5.3.a, W.5.2.a,
W.5.9.b, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T136–T137
 - » Write to Sources
 - Quick Check** T137
 - » Weekly Question

READING BRIDGE

- Word Study: Final Stable Syllables *-le, -tion, -sion* T138–T139 **FLEXIBLE OPTION**
- Assess Understanding** T138

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T92–T93, T141
- Strategy, Intervention, and On-Level/Advanced Activities T140
- ELL Targeted Support T140
- Conferring T141

INDEPENDENT/COLLABORATIVE

- Independent Reading T141
- Literacy Activities T141

BOOK CLUB T141, T482–T483 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Text T378
 - » Develop with Visuals and Multimedia
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T378–T379 **SEL**
- Conferences T360

WRITING BRIDGE

- Spelling: Final Stable Syllables *-le, -tion, -sion* T380
 - Assess Understanding** T380
- Language and Conventions: Standards Practice T381 **FLEXIBLE OPTION**

UNIT 2 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about the theme *Observations* by understanding point of view in realistic fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RF.5.4.b, W.5.2.a, W.5.10, SL.5.2, L.5.3, L.5.4.a

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T146–T147
- Listening Comprehension: Read Aloud: “A Pinhole Camera” T148–T149
- Realistic Fiction T150–T151
- Quick Check** T151

READING BRIDGE

- Academic Vocabulary: Context Clues T152–T153
- Word Study: Teach *r*-Controlled Vowels T154–T155

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T156–T157, T159
- Strategy, Intervention, and On-Level/Advanced Activities T158
- ELL Targeted Support T158
- Conferring T159

INDEPENDENT/COLLABORATIVE

- Independent Reading T159
- Literacy Activities T159

BOOK CLUB T159, T484–T485 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T386–T387
 - » Develop and Compose an Introduction
 - » Share Back

INDEPENDENT WRITING

- Informational Article T387
- Conferences T384

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Words with *r*-Controlled Vowels T388
 - Assess Prior Knowledge** T388
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Principal Parts of Regular Verbs T389

LESSON 2

RL.5.4, RF.5.4.b, W.5.2.a, W.5.10, SL.5.6, L.5.1.c

READING WORKSHOP

SHARED READ

- Introduce the Text T160–T177
 - » Preview Vocabulary
 - » Read: *Hatchet*
- Respond and Analyze T178–T179
 - » My View
 - » Develop Vocabulary
- Quick Check** T179
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply *r*-Controlled Vowels T180–T181

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T156–T157, T183
- Strategy and Intervention Activities T182
- Fluency T182
- ELL Targeted Support T182
- Conferring T183

INDEPENDENT/COLLABORATIVE

- Independent Reading T183
- Literacy Activities T183

WRITING WORKSHOP

MINILESSON

- Informational Article T390–T391
 - » Develop with Related Information
 - » Share Back

INDEPENDENT WRITING

- Informational Article T391
- Conferences T384

WRITING BRIDGE

- Spelling: Teach Words with *r*-Controlled Vowels T392
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Principal Parts of Irregular Verbs T393

LESSON 3

RL.5.6, RF.5.3, W.5.2.c,
W.5.10, L.5.1.c, L.5.6

READING WORKSHOP

CLOSE READ

- Analyze Point of View T184–T185
 - » Close Read: *Hatchet*
- Quick Check T185

READING BRIDGE

- Read Like a Writer: Analyze Voice T186–T187
- Word Study: More Practice: *r*-Controlled Vowels T188–T189

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T156–T157, T191
- Strategy and Intervention Activities T190
- Fluency T190
- ELL Targeted Support T190
- Conferring T191

INDEPENDENT/COLLABORATIVE

- Independent Reading T191
- Literacy Activities T191
- Partner Reading T191

WRITING WORKSHOP

MINILESSON

- Informational Article T394–T395
 - » Develop with Transitions
 - » Share Back

INDEPENDENT WRITING

- Informational Article T395
- Conferences T384

WRITING BRIDGE

- Spelling: More Practice: Words with *r*-Controlled Vowels T396
- Language and Conventions: Teach Principal Parts of Irregular Verbs T397

FLEXIBLE OPTION

LESSON 4

RL.5.1, RL.5.10, W.5.2.a,
W.5.4, L.5.1.c

READING WORKSHOP

CLOSE READ

- Generate Questions T192–T193
 - » Close Read: *Hatchet*
- Quick Check T193

READING BRIDGE

- Write for a Reader: Use Voice T194–T195
- Word Study: Spiral Review: Final Stable Syllables *-le*, *-tion*, *-sion* T196–T197

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T156–T157, T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Informational Article T398–T399
 - » Use Formatting
 - » Share Back

INDEPENDENT WRITING

- Informational Article T399
- Conferences T384

WRITING BRIDGE

- Spelling: Spiral Review: Final Stable Syllables *-le*, *-tion*, *-sion* T400
- Language and Conventions: Practice Principal Parts of Irregular Verbs T401

FLEXIBLE OPTION

LESSON 5

RL.5.9, W.5.2.e, W.5.9.a,
SL.5.1, L.5.2.e

READING WORKSHOP

CLOSE READ

- Reflect and Share T200–T201
 - » Write to Sources
- Quick Check T201
- » Weekly Question

READING BRIDGE

- Word Study: *r*-Controlled Vowels T202–T203
- Assess Understanding T202

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T156–T157, T205
- Strategy, Intervention, and On-Level/Advanced Activities T204
- ELL Targeted Support T204
- Conferring T205

INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

BOOK CLUB T205, T484–T485 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T402
 - » Develop and Compose a Conclusion
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T403
- Conferences T384

WRITING BRIDGE

- Spelling: Words with *r*-Controlled Vowels T404
- Assess Understanding T404
- Language and Conventions: Standards Practice T405

FLEXIBLE OPTION

UNIT 2 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational text by explaining relationships between ideas.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.10, RF.5.3.a, W.5.2.d, SL.5.2, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Primary Source: Weekly Question T210–T211
- Listening Comprehension: Read Aloud: “Armadillos of North America” T212–T213
- Informational Text T214–T215
- ☑ **Quick Check** T215

READING BRIDGE

- Academic Vocabulary: Analogies T216–T217
- Word Study: Teach Prefixes *il-*, *in-*, *im-*, *ir-* T218–T219

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T220–T221, T223
- Strategy, Intervention, and On-Level/Advanced Activities T222
- ELL Targeted Support T222
- Conferring T223

INDEPENDENT/COLLABORATIVE

- Independent Reading T223
- Literacy Activities T223

BOOK CLUB T223, T486–T487 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T410–T411
 - » Use Precise Language and Domain-Specific Vocabulary
 - » Share Back

INDEPENDENT WRITING

- Informational Article T411
- Conferences T408

WRITING BRIDGE

- Spelling: Prefixes *il-*, *in-*, *im-*, *ir-* T412
 - ☑ **Assess Prior Knowledge** T412
- Language and Conventions: Spiral Review: Principal Parts of Irregular Verbs T413

LESSON 2

RI.5.4, RF.5.3.a, L.5.1.b, L.5.1.c, L.5.1.d, L.5.4.c

READING WORKSHOP

SHARED READ

- Introduce the Text T224–T237
 - » Preview Vocabulary
 - » Read: “Tracking Monsters”
- Respond and Analyze T238–T239
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T239
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Prefixes *il-*, *in-*, *im-*, *ir-* T240–T241
- High-Frequency Words T240

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T220–T221, T243
- Strategy and Intervention Activities T242
- Fluency T242
- ELL Targeted Support T242
- Conferring T243

INDEPENDENT/COLLABORATIVE

- Independent Reading T243
- Literacy Activities T243
- Partner Reading T243

WRITING WORKSHOP

MINILESSON

- Informational Article T414–T415
 - » Use Correct Verb Tense
 - » Share Back

INDEPENDENT WRITING

- Informational Article T415
- Conferences T408

WRITING BRIDGE

- Spelling: Teach Prefixes *il-*, *in-*, *im-*, *ir-* T416
- Language and Conventions: Oral Language: Perfect Verb Tenses T417

LESSON 3

RI.5.3, RI.5.10, W.5.5,
L.5.1.b, L.5.1.c

READING WORKSHOP

CLOSE READ

- Explain Relationships Between Ideas T244–T245
 - » Close Read: “Tracking Monsters”
 - Quick Check** T245

READING BRIDGE

- Read Like a Writer: Analyze Author’s Message T246–T247
- Word Study: More Practice: Prefixes *il-*, *in-*, *im-*, *ir-* T248–T249 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T220–T221, T251
- Strategy and Intervention Activities T250
- Fluency T250
- ELL Targeted Support T250
- Conferring T251

INDEPENDENT/COLLABORATIVE

- Independent Reading T251
- Literacy Activities T251

WRITING WORKSHOP

MINILESSON

- Informational Article T418–T419
 - » Edit for Adverbs
 - » Share Back

INDEPENDENT WRITING

- Informational Article T419
- Conferences T408

WRITING BRIDGE

- Spelling: More Practice: Prefixes *il-*, *in-*, *im-*, *ir-* T420 **FLEXIBLE OPTION**
- Language and Conventions: Teach Perfect Verb Tenses T421

LESSON 4

RF.5.4.a, W.5.4, SL.5.1,
L.5.1.b, L.5.1.c

READING WORKSHOP

CLOSE READ

- Confirm or Correct Predictions T252–T253
 - » Close Read: “Tracking Monsters”
 - Quick Check** T253

READING BRIDGE

- Write for a Reader: Develop Author’s Message T254–T255
- Word Study: Spiral Review: Final Stable Syllables T256–T257 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T220–T221, T259
- Strategy and Intervention Activities T258
- Fluency T258
- ELL Targeted Support T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Independent Reading T259
- Literacy Activities T259
- Partner Reading T259

WRITING WORKSHOP

MINILESSON

- Informational Article T422–T423
 - » Edit Simple and Compound Sentences
 - » Share Back

INDEPENDENT WRITING

- Informational Article T423
- Conferences T408

WRITING BRIDGE

- Spelling: Spiral Review: *r*-Controlled Vowels T424 **FLEXIBLE OPTION**
- Language and Conventions: Practice Perfect Verb Tenses T425

LESSON 5

W.5.1, W.5.9.b, SL.5.1,
L.5.1.a, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T260–T261
 - » Write to Sources
 - Quick Check** T261
 - » Weekly Question

READING BRIDGE

- Word Study: Prefixes *il-*, *in-*, *im-*, *ir-* T262–T263 **FLEXIBLE OPTION**
- **Assess Understanding** T262

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T220–T221, T265
- Strategy, Intervention, and On-Level/Advanced Activities T264
- ELL Targeted Support T264
- Conferring T265

INDEPENDENT/COLLABORATIVE

- Independent Reading T265
- Literacy Activities T265

BOOK CLUB T265, T486–T487 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T426
 - » Edit for Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T426–T427 **SEL**
- Conferences T408

WRITING BRIDGE

- Spelling: Prefixes *il-*, *in-*, *im-*, *ir-* T428
 - Assess Understanding** T428
- Language and Conventions: Standards Practice T429 **FLEXIBLE OPTION**

UNIT 2 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about the theme *Observations* by analyzing argumentative texts.
- I can develop knowledge about language and make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks
- Writing Workshop Performance-Based Assessment

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.8, RF.5.3.a, SL.5.2, L.5.1.c, L.5.2.a, L.5.2.d

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Video: Weekly Question T270–T271
- Listening Comprehension: Read Aloud: “You Are What You Eat” T272–T273
- Argumentative Texts T274–T275
- ☑ **Quick Check** T275

READING BRIDGE

- Academic Vocabulary: Parts of Speech T276–T277
- Word Study: Teach Base Words and Endings T278–T279

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T280–T281, T283
- Strategy, Intervention, and On-Level/Advanced Activities T282
- ELL Targeted Support T282
- Conferring T283

INDEPENDENT/COLLABORATIVE

- Independent Reading T283
- Literacy Activities T283

BOOK CLUB T283, T488–T489 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational Article T434–T435
 - » Edit for Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- Informational Article T435
- Conferences T432

WRITING BRIDGE

- Spelling: Base Words with Endings T436
 - ☑ **Assess Prior Knowledge** T436
- Language and Conventions: Spiral Review: Principal Parts of Irregular Verbs T437

LESSON 2

RF.5.3.a, W.5.2, SL.5.6, L.5.2, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Texts T284–T299
 - » Preview Vocabulary
 - » Read: *Let Wild Animals Be Wild and Don't Release Animals Back to the Wild*
- Respond and Analyze T300–T301
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T301
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Base Words and Endings T302–T303

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T280–T281, T305
- Strategy and Intervention Activities T304
- Fluency T304
- ELL Targeted Support T304
- Conferring T305

INDEPENDENT/COLLABORATIVE

- Independent Reading T305
- Literacy Activities T305

WRITING WORKSHOP

MINILESSON

- Informational Article T438–T439
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- Informational Article T439
- Conferences T432

WRITING BRIDGE

- Spelling: Teach Base Words with Endings T440
- Language and Conventions: Oral Language: Active Voice T441

LESSON 3


RI.5.8, RI.5.6, L.5.1,
L.5.3, W.5.6

READING WORKSHOP

CLOSE READ

- Analyze Argumentative Texts T306–T307
 - » Close Read: *Let Wild Animals Be Wild and Don't Release Animals Back to the Wild*
- Quick Check** T307

READING BRIDGE

- Read Like a Writer: Understand First-Person Point of View T308–T309
- FLEXIBLE OPTION** 
- Word Study: More Practice: Base Words and Endings T310–T311

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T280–T281, T313
- Strategy and Intervention Activities T312
- Fluency T312
- ELL Targeted Support T312
- Conferring T313

INDEPENDENT/COLLABORATIVE

- Independent Reading T313
- Literacy Activities T313
- Partner Reading T313

WRITING WORKSHOP


MINILESSON

- Informational Article T442–T443
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Informational Article T443
- Conferences T432

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Base Words with Endings T444
 - Language and Conventions: Teach Active Voice T445

LESSON 4


RI.5.2, RI.5.6, RF.5.4,
W.5.10, L.5.1

READING WORKSHOP

CLOSE READ

- Synthesize Information T314–T315
 - » Close Read: *Let Wild Animals Be Wild and Don't Release Animals Back to the Wild*
- Quick Check** T315

READING BRIDGE

- Write for a Reader: Use First-Person Point of View T316–T317
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-* T318–T319

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T280–T281, T321
- Strategy and Intervention Activities T320
- Fluency T320
- ELL Targeted Support T320
- Conferring T321

INDEPENDENT/COLLABORATIVE

- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP


MINILESSON

- Informational Article T446–T447
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Informational Article T447
- Conferences T432

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-* T448
 - Language and Conventions: Practice Active Voice T449

LESSON 5


W.5.9.b, SL.5.1.a, SL.5.1.c,
SL.5.1.d, SL.5.4

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T322–T323
 - » Talk About It
- Quick Check** T323
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Base Words and Endings T324–T325
- Assess Understanding** T324

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T280–T281, T327
- Strategy, Intervention, and On-Level/Advanced Activities T326
- ELL Targeted Support T326
- Conferring T327

INDEPENDENT/COLLABORATIVE

- Independent Reading T327
- Literacy Activities T327

BOOK CLUB T327, T488–T489 **SEL** 

WRITING WORKSHOP


MINILESSON

- Informational Article T450
 - » Assessment

INDEPENDENT WRITING

- Assessment T451
- Conferences T432

WRITING BRIDGE

- Spelling: Base Words with Endings T452
- Assess Understanding** T452
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T453

PROJECT FOCUS

This week students will

- research a national park or wilderness area.
- write an informational survival guide.

Lesson 1 Compare Across Texts

T458–T461

- Answer the Essential Question

RI.5.10, W.5.7,
W.5.10, L.5.6

Inquire

- Introduce Inquiry Project
- Read “Sights and Sounds in a Forest Preserve”
- Generate Questions
- Use Academic Vocabulary

Lesson 2 Explore and Plan

T462–T465

- Informational Writing
- Read “Do You See What I See?”
- Apply characteristics to text

RI.5.7, W.5.2, W.5.7,
W.5.8

Conduct Research

- Parts of search engines
- Check credibility of sources

Lesson 3 Collaborate and Discuss

T466–T469

- Analyze Student Model
- Identify features of informational texts

RI.5.7, RI.5.8, RI.5.10,
W.5.7, W.5.8, SL.5.1

Refine Research

- Primary and Secondary Sources
- Read “Naturally Inspired”
- Identify primary and secondary sources in documents

Lesson 4 Extend Research

T470–T473

- Write a Business E-mail
- Incorporate business e-mail into research

W.5.5, W.5.7, W.5.10,
W.5.9, L.5.2

Collaborate and Discuss

- Revise & Edit: Word Choice
- Peer review survival guides

Lesson 5 Celebrate and Reflect

T474–T475

- Share your survival guides
- Reflect on your project

W.5.5, W.5.6

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT 3 SKILLS OVERVIEW

UNIT THEME

Reflections

WEEK 1

Realistic Fiction

from *Love, Amalia*



WEEK 2

Realistic Fiction

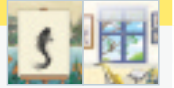
“A Pet for Calvin”



WEEK 3

Legend | Drama

The Carp and The Hermit Thrush



| | | WEEK 1 | | WEEK 2 | | WEEK 3 | |
|--------------------------|--|---|--------------------------|--|---------------------|---|---------|
| | | Realistic Fiction from <i>Love, Amalia</i> | | Realistic Fiction “A Pet for Calvin” | | Legend Drama The Carp and The Hermit Thrush | |
| | | CCSS | | CCSS | | CCSS | |
| READING WORKSHOP | Minilesson Bank | Poem: Morning Serenade | RL.5.10 | Infographic: How Many Pets? | RI.5.10 | Infographic: Art: Then and Now | RI.5.10 |
| | | Realistic Fiction: Love, Amalia | RL.5.10 | Realistic Fiction: A Pet for Calvin | RL.5.10 | Drama and Legend: The Carp and The Hermit Thrush | RL.5.10 |
| | | Shades of Meaning | L.5.5 | Descriptive Language | L.5.6 | Precise Words | RL.5.4 |
| | | Analyze Characters | RL.5.3 | Analyze Plot Elements | RL.5.5 | Explain Literary Structure | RL.5.5 |
| | | Make Connections | RL.5.10 | Summarize | RL.5.2 | Synthesize Information | RL.5.3 |
| | | Talk About It | SL.5.1.c | Write to Sources | W.5.9.a | Write to Sources | W.5.9.a |
| | Academic Vocabulary | Related Words | L.5.4.c | Synonyms and Antonyms | L.5.5.c | Context Clues | L.5.4.a |
| | Word Study | Words with Latin Roots | RF.5.3.a | Suffixes <i>-ize</i> , <i>-ance</i> , <i>-ence</i> , <i>-ist</i> | RF.5.3.a | Unusual Spellings | L.5.2.e |
| | Read Like a Writer | Analyze Imagery | L.5.5 | Analyze Hyperbole and Puns | RL.5.4 | Analyze Stereotypes and Anecdotes | RL.5.10 |
| | Write for a Reader | Use Imagery | W.5.3.d | Use Hyperbole and Puns | W.5.3 | Avoid Stereotypes and Use Anecdotes | W.5.3 |
| WRITING WORKSHOP | Weekly Focus | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| | Minilesson Bank | Organize an Opinion Essay | W.5.1 | Develop an Opinion | W.5.1.a | Develop an Introduction and a Conclusion | W.5.1.a |
| | | Analyze a Point of View | W.5.1 | Develop Reasons | W.5.1.b | Develop Reasons and Supporting Information | W.5.1.b |
| | | Analyze Reasons and Information | W.5.1 | Develop Facts and Details | W.5.1.b | Compose with Transition Words, Phrases, and Clauses | W.5.1.c |
| | | Brainstorm a Topic and Opinion | W.5.5 | Include Graphic Features | W.5.1 | Use Formatting | W.5.1.a |
| | | Plan Your Opinion Essay | W.5.5 | Use Technology to Produce Writing | W.5.6 | Use Technology to Interact and Collaborate | W.5.6 |
| | Spelling | Spell Words with Latin Roots | L.5.2.e | Spell Words with <i>-ize</i> , <i>-ance</i> , <i>-ence</i> , <i>-ist</i> | L.5.2.e | Spell Words with Unusual Spellings | L.5.2.e |
| Language and Conventions | Prepositions and Prepositional Phrases | L.5.1.a | Pronouns and Antecedents | L.5.1 | Possessive Pronouns | L.5.1 | |

Essential Question

How do the experiences of others reflect our own?

WEEK 4

Poetry

Poetry Collection



| | CCSS | | CCSS |
|--|----------|---|----------|
| Riddles: Riddle Me This! | RL.5.10 | Video: Frank Lloyd Wright and the Robie House | RI.5.10 |
| Poetry: Poetry Collection | RL.5.10 | Realistic Fiction: Life & Art from The Wright 3 | RL.5.10 |
| Descriptive Words | RL.5.5 | Precise Words that Connect Themes | L.5.6 |
| Explain Figurative Language | RL.5.4 | Infer Multiple Themes | RL.5.2 |
| Visualize | RL.5.10 | Confirm or Correct Predictions | RL.5.10 |
| Write to Sources | W.5.9.a | Talk About It | SL.5.4 |
| Figurative Language | L.5.4.c | Parts of Speech | L.5.4 |
| Suffixes <i>-ous</i> , <i>-eous</i> , <i>-ious</i> | RF.5.3.a | Syllable Patterns | RF.5.3.a |
| Analyze Mood | RL.5.4 | Analyze Effect of Point of View | RL.5.6 |
| Establish Mood | W.5.4 | Use a Point of View | W.5.3 |
| Writer's Craft | | Publish, Celebrate, and Assess | |
| Edit for Capitalization | L.5.2 | Incorporate Peer and Teacher Suggestions | W.5.5 |
| Punctuate Titles | L.5.2.d | Publish a Final Draft | W.5.6 |
| Revise by Rearranging Ideas for Clarity | W.5.1.b | Publish and Celebrate | W.5.1 |
| Revise by Combining Ideas for Clarity | L.5.3.a | Prepare for Assessment | W.5.1 |
| Participate in Peer Editing | W.5.5 | Assessment | W.5.1 |
| Spell Words with <i>-ous</i> , <i>-eous</i> , <i>-ious</i> | L.5.2.e | Spell Words with Syllable Patterns | L.5.2.e |
| Indefinite and Reflexive Pronouns | L.5.1 | Adverbs | L.5.6 |

WEEK 5

Realistic Fiction

"Life & Art" from The Wright 3



WEEK 6

Inquiry and Research



Unsung Heroes

| | CCSS |
|---|---------|
| Leveled Research Articles | RI.5.10 |
| Use Academic Words | L.5.6 |
| Explore and Plan: Argumentative Text | RI.5.8 |
| Conduct Research: Databases | RI.5.7 |
| Argumentative Text: Speech | W.5.7 |
| Refine Research: Bibliography | W.5.7 |
| Extend Research: Photographs and Time Lines | W.5.7 |
| Revise for Clarity | W.5.5 |
| Edit and Peer Review | W.5.5 |
| Celebrate and Reflect | SL.5.4 |

UNIT 3 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about realistic fiction by analyzing characters.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an essay.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on **SavasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RL.5.2, W.5.1, L.5.1,
L.5.4.b, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: “Advice from Mr. Chan” T20–T21
- Realistic Fiction T22–T23
- ☑ **Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Words with Latin Roots T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31, T464–T469 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T326–T327
 - » Opinion Essay
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T327
- Conferences T324

WRITING BRIDGE

- Spelling: Words with Latin Roots T328
 - ☑ **Assess Prior Knowledge** T328
- Language and Conventions: Spiral Review: Active Voice T329

LESSON 2

RL.5.4, RF.5.4.c, W.5.1,
L.5.4.b, L.5.5, L.5.6

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T47
 - » Preview Vocabulary
 - » Read: *Love, Amalia*
- Respond and Analyze T48–T49
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T49
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Words with Latin Roots T50–T51

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T53
- Strategy and Intervention Activities T52
- Fluency T52
- ELL Targeted Support T52
- Conferring T53

INDEPENDENT/COLLABORATIVE

- Independent Reading T53
- Literacy Activities T53
- Collaboration T53

WRITING WORKSHOP

MINILESSON

- Opinion Essay T330–T331
 - » Point of View
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T331
- Conferences T324

WRITING BRIDGE

- Spelling: Teach Words with Latin Roots T332
- Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T333

LESSON 3

RL.5.3, RI.5.8, L.5.5,
W.5.9.a, L.5.1.a

READING WORKSHOP

CLOSE READ

- Analyze Characters T54–T55
 - » Close Read: *Love, Amalia*
- Quick Check** T55

READING BRIDGE

- Read Like a Writer: Analyze Imagery T56–T57
- Word Study: More Practice: Latin Roots T58–T59 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T61
- Strategy and Intervention Activities T60
- Fluency T60
- ELL Targeted Support T60
- Conferring T61

INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61
- Partner Reading T61

WRITING WORKSHOP

MINILESSON

- Opinion Essay T334–T335
 - » Analyze Reasons and Information
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T335
- Conferences T324

WRITING BRIDGE

- Spelling: More Practice: Words with Latin Roots T336 **FLEXIBLE OPTION**
- Language and Conventions: Teach Prepositions and Prepositional Phrases T337

LESSON 4

RF.5.3, W.5.1, W.5.4,
L.5.1.a, L.5.2.e

READING WORKSHOP

CLOSE READ

- Make Connections T62–T63
 - » Close Read: *Love, Amalia*
- Quick Check** T63

READING BRIDGE

- Write for a Reader: Use Imagery T64–T65
- Word Study: Spiral Review: Base Words and Endings T66–T67 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T69
- Strategy and Intervention Activities T68
- Fluency T68
- ELL Targeted Support T68
- Conferring T69

INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69

WRITING WORKSHOP

MINILESSON

- Opinion Essay T338–T339
 - » Brainstorm a Topic and Opinion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T339
- Conferences T324

WRITING BRIDGE

- Spelling: Spiral Review: Base Words with Endings T340 **FLEXIBLE OPTION**
- Language and Conventions: Practice Prepositions and Prepositional Phrases T341

LESSON 5

W.5.1.b, W.5.5, SL.5.1.c,
SL.5.1.d, L.5.3

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T70–T71
 - » Talk About It
- Quick Check** T71
- » Weekly Question

READING BRIDGE

- Word Study: Words with Latin Roots T72–T73 **FLEXIBLE OPTION**
- Assess Understanding** T72

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T75
- Strategy, Intervention, and On-Level/Advanced Activities T74
- ELL Targeted Support T74
- Conferring T75

INDEPENDENT/COLLABORATIVE

- Independent Reading T75
- Literacy Activities T75

BOOK CLUB T75, T464–T469 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T342
 - » Plan Your Opinion Essay
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T342–T343 **SEL**
- Conferences T324

WRITING BRIDGE

- Spelling: Words with Latin Roots T344 **Assess Understanding** T344
- Language and Conventions: Standards Practice T345 **FLEXIBLE OPTION**

UNIT 3 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

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- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an essay.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

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LESSON 1

RL.5.10, RF.5.3.a, W.5.1.a, SL.5.2, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “Snowball” T82–T83
- Realistic Fiction T84–T85
- ☑ **Quick Check** T85

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Word Study: Teach Suffixes *-ize*, *-ance*, *-ence*, *-ist* T88–T89

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T90–T91, T93
- Strategy, Intervention, and On-Level/Advanced Activities T92
- ELL Targeted Support T92
- Conferring T93

INDEPENDENT/COLLABORATIVE

- Independent Reading T93
- Literacy Activities T93

BOOK CLUB T93, T470–T471 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T350–T351
 - » Develop an Opinion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T351
- Conferences T348

WRITING BRIDGE

- Spelling: Words with *-ize*, *-ance*, *-ence*, *-ist* T352
 - ☑ **Assess Prior Knowledge** T352
- Language and Conventions:
 - ☑ **FLEXIBLE OPTION**
 - Spiral Review: Prepositions and Prepositional Phrases T353

LESSON 2

RF.5.3.a, RF.5.4.a, W.5.1.b, SL.5.6, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Text T94–T107
 - » Preview Vocabulary
 - » Read: “A Pet for Calvin”
- Respond and Analyze T108–T109
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T109
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Suffixes *-ize*, *-ance*, *-ence*, *-ist* T110–T111

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T90–T91, T113
- Strategy and Intervention Activities T112
- Fluency T112
- ELL Targeted Support T112
- Conferring T113

INDEPENDENT/COLLABORATIVE

- Independent Reading T113
- Literacy Activities T113

WRITING WORKSHOP

MINILESSON

- Opinion Essay T354–T355
 - » Develop Reasons
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T355
- Conferences T348

WRITING BRIDGE

- Spelling: Teach Words with *-ize*, *-ance*, *-ence*, *-ist* T356
- Language and Conventions:
 - ☑ **FLEXIBLE OPTION**
 - Oral Language: Pronouns and Antecedents T357

LESSON 3

RL.5.4, RL.5.5, W.5.1.b,
L.5.1, L.5.5.a

READING WORKSHOP

CLOSE READ

- Analyze Plot Elements T114–T115
- Close Read: “A Pet for Calvin”

Quick Check T115

READING BRIDGE

- Read Like a Writer: Analyze Hyperbole and Puns T116–T117

- Word Study: More Practice: Suffixes *-ize*, *-ance*, *-ence*, *-ist* T118–T119 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T90–T91, T121
- Strategy and Intervention Activities T120
- Fluency T120
- ELL Targeted Support T120
- Conferring T121

INDEPENDENT/COLLABORATIVE

- Independent Reading T121
- Literacy Activities T121
- Partner Reading T121

WRITING WORKSHOP

MINILESSON

- Opinion Essay T358–T359
 - » Develop Facts and Details
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T359
- Conferences T348

WRITING BRIDGE

- Spelling: More Practice: Words with *-ize*, *-ance*, *-ence*, *-ist* T360 **FLEXIBLE OPTION**
- Language and Conventions: Teach Pronouns and Antecedents T361

LESSON 4

RL.5.2, W.5.10, L.5.1,
L.5.2.e, L.5.4.b

READING WORKSHOP

CLOSE READ

- Summarize T122–T123
- Close Read: “A Pet for Calvin”

Quick Check T123

READING BRIDGE

- Write for a Reader: Use Hyperbole and Puns T124–T125

- Word Study: Spiral Review: Words with Latin Roots T126–T127 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T90–T91, T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON

- Opinion Essay T362–T363
 - » Include Graphic Features
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T363
- Conferences T348

WRITING BRIDGE

- Spelling: Spiral Review: Words with Latin Roots T364 **FLEXIBLE OPTION**
- Language and Conventions: Practice Pronouns and Antecedents T365

LESSON 5

RF.5.3.a, W.5.6, W.5.10,
SL.5.1, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T130–T131
 - » Write to Sources

Quick Check T131

- » Weekly Question

READING BRIDGE

- Word Study: Suffixes *-ize*, *-ance*, *-ence*, *-ist* T132–T133 **FLEXIBLE OPTION**

Assess Understanding T132

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T90–T91, T135
- Strategy, Intervention, and On-Level/Advanced Activities T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE

- Independent Reading T135
- Literacy Activities T135

BOOK CLUB T135, T470–T471 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T366
 - » Use Technology to Produce Writing
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T366–T367 **SEL**
- Conferences T348

WRITING BRIDGE

- Spelling: Words with *-ize*, *-ance*, *-ence*, *-ist* T368 **FLEXIBLE OPTION**
- Language and Conventions: Standards Practice T369

UNIT 3 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- SHARED READING 35–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 20–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can learn more about *Reflections* by comparing literary structures in a legend and a drama.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an essay.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RF.5.3, W.5.1.a, W.5.1.d, SL.5.2, L.5.4.a, L.5.6

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T140–T141
- Listening Comprehension: Read Aloud: “Flying Free” T142–T143
- Drama and Legend T144–T145
- Quick Check** T145

READING BRIDGE

- Academic Vocabulary: Context Clues T146–T147
- Word Study: Teach Unusual Spellings T148–T149

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T153
- Strategy, Intervention, and On-Level/Advanced Activities T152
- ELL Targeted Support T152
- Conferring T153

INDEPENDENT/COLLABORATIVE

- Independent Reading T153
- Literacy Activities T153

BOOK CLUB T153, T472–T473 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T374–T375
 - » Develop an Introduction and a Conclusion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T375
- Conferences T372

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Words with Unusual Spellings T376

Assess Prior Knowledge T376

- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Pronouns and Antecedents T377

LESSON 2

RL.5.2, RL.5.10, RF.5.3, W.5.1.a, SL.5.6, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Texts T154–T173
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T174–T175
 - » My View and Develop Vocabulary
- Quick Check** T175
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Unusual Spellings T176–T177

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T179
- Strategy and Intervention Activities T178
- Fluency T178
- ELL Targeted Support T178
- Conferring T179

INDEPENDENT/COLLABORATIVE

- Independent Reading T179
- Literacy Activities T179
- Partner Reading T179

WRITING WORKSHOP

MINILESSON

- Opinion Essay T378–T379
 - » Develop Reasons and Supporting Information
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T379
- Conferences T372

WRITING BRIDGE

- Spelling: Teach Words with Unusual Spellings T380

- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Possessive Pronouns T381

LESSON 3

RL.5.5, RL.5.10, RF.5.4,
W.5.1.c, L.5.1, L.5.6

READING WORKSHOP

CLOSE READ

- Explain Literary Structure T180–T181
- Close Read: *The Carp* and *The Hermit Thrush*
- ✓ **Quick Check** T181

READING BRIDGE

- Read Like a Writer: Analyze Stereotypes and Anecdotes T182–T183
- Word Study: More Practice: Unusual Spellings T184–T185

FLEXIBLE OPTION 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T187
- Strategy and Intervention Activities T186
- Fluency T186
- ELL Targeted Support T186
- Conferring T187

INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187

WRITING WORKSHOP

MINILESSON

- Opinion Essay T382–T383
 - » Compose with Transitions
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T383
- Conferences T372

WRITING BRIDGE

- Spelling: More Practice: Words with Unusual Spellings T384
- Language and Conventions: Teach Possessive Pronouns T385

FLEXIBLE OPTION 

LESSON 4

RL.5.3, RF.3.a, W.5.1.a,
SL.5.1, L.5.1

READING WORKSHOP

CLOSE READ

- Synthesize Information T188–T189
- Close Read: *The Carp* and *The Hermit Thrush*
- ✓ **Quick Check** T189

READING BRIDGE

- Write for a Reader: Avoid Stereotypes and Use Anecdotes T190–T191
- Word Study: Spiral Review: Suffixes *-ize*, *-ance*, *-ence*, *-ist* T192–T193

FLEXIBLE OPTION 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T195
- Strategy and Intervention Activities T194
- Fluency T194
- ELL Targeted Support T194
- Conferring T195

INDEPENDENT/COLLABORATIVE

- Independent Reading T195
- Literacy Activities T195
- Partner Reading T195

WRITING WORKSHOP

MINILESSON

- Opinion Essay T386–T387
 - » Use Formatting
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T387
- Conferences T372

WRITING BRIDGE

- Spelling: Spiral Review: Words with *-ize*, *-ance*, *-ence*, *-ist* T388
- Language and Conventions: Practice Possessive Pronouns T389

FLEXIBLE OPTION 

LESSON 5

RL.5.2, W.5.1, W.5.6,
W.5.9.a, SL.5.1.a, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T196–T197
 - » Write to Sources
- ✓ **Quick Check** T197
- » Weekly Question

READING BRIDGE

- Word Study: Unusual Spellings T198–T199
- ✓ **Assess Understanding** T198

FLEXIBLE OPTION 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151, T201
- Strategy, Intervention, and On-Level/Advanced Activities T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

BOOK CLUB T201, T472–T473 **SEL** 

WRITING WORKSHOP

MINILESSON

- Opinion Essay T390
 - » Use Technology to Interact and Collaborate
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T391
- Conferences T372

WRITING BRIDGE

- Spelling: Words with Unusual Spellings T392
- ✓ **Assess Understanding** T392
- Language and Conventions: Standards Practice T393

FLEXIBLE OPTION 

UNIT 3 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about the theme *Reflections* by reading poetry.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an essay.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RF.5.3.a, W.5.1, SL.5.2, L.5.2, L.5.4.c, L.5.5.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Riddles: Weekly Question T206–T207
- Listening Comprehension: Read Aloud: “Nana” T208–T209
- Poetry T210–T211
- Quick Check** T211

READING BRIDGE

- Academic Vocabulary: Figurative Language T212–T213
- Word Study: Teach Suffixes *-ous*, *-eous*, *-ious* T214–T215

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T219
- Strategy, Intervention, and On-Level/Advanced Activities T218
- ELL Targeted Support T218
- Conferring T219

INDEPENDENT/COLLABORATIVE

- Independent Reading T219
- Literacy Activities T219

BOOK CLUB T219, T474–T475 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T398–T399
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T399
- Conferences T396

WRITING BRIDGE

- Spelling: Words with *-ous*, *-eous*, *-ious* T400
 - Assess Prior Knowledge** T400
- Language and Conventions: Spiral Review: Possessive Pronouns T401
 - FLEXIBLE OPTION**

LESSON 2

RL.5.5, RL.5.7, RL.5.10, L.5.2.d, L.5.4.a, L.5.6

READING WORKSHOP

SHARED READ

- Introduce the Text T220–T227
 - » Preview Vocabulary
 - » Read: Poetry Collection
- Respond and Analyze T228–T229
 - » My View
 - » Develop Vocabulary
- Quick Check** T229
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Suffixes *-ous*, *-eous*, *-ious* T230–T231
- High-Frequency Words T230

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T233
- Strategy and Intervention Activities T232
- Fluency T232
- ELL Targeted Support T232
- Conferring T233

INDEPENDENT/COLLABORATIVE

- Independent Reading T233
- Literacy Activities T233

WRITING WORKSHOP

MINILESSON

- Opinion Essay T402–T403
 - » Punctuate Titles
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T403
- Conferences T396

WRITING BRIDGE

- Spelling: Teach Words with *-ous*, *-eous*, *-ious* T404
- Language and Conventions: Oral Language: Indefinite and Reflexive Pronouns T405
 - FLEXIBLE OPTION**

LESSON 3

RL.5.2, RL.5.4, RL.5.6,
RL.5.10, W.5.1.b, L.5.5.a

READING WORKSHOP

CLOSE READ

- Explain Figurative Language T234–T235
- Close Read: Poetry Collection
- ☑ **Quick Check** T235

READING BRIDGE

- Read Like a Writer: Analyze Mood T236–T237
- Word Study: More Practice: Suffixes *-ous, -eous, -ious* T238–T239 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T241
- Strategy and Intervention Activities T240
- Fluency T240
- ELL Targeted Support T240
- Conferring T241

INDEPENDENT/COLLABORATIVE

- Independent Reading T241
- Literacy Activities T241
- Partner Reading T241

WRITING WORKSHOP

MINILESSON

- Opinion Essay T406–T407
 - » Revise by Rearranging Ideas for Clarity
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T407
- Conferences T396

WRITING BRIDGE

- Spelling: More Practice: Words with *-ous, -eous, -ious* T408 **FLEXIBLE OPTION**
- Language and Conventions: Teach Indefinite and Reflexive Pronouns T409

LESSON 4

RL.5.2, RF.5.4, W.5.1.b,
W.5.1.c, SL.5.1, L.5.3.a

READING WORKSHOP

CLOSE READ

- Visualize T242–T243
- Close Read: Poetry Collection
- ☑ **Quick Check** T243

READING BRIDGE

- Write for a Reader: Establish Mood T244–T245
- Word Study: Spiral Review: Unusual Spellings T246–T247 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T249
- Strategy and Intervention Activities T248
- Fluency T248
- ELL Targeted Support T248
- Conferring T249

INDEPENDENT/COLLABORATIVE

- Independent Reading T249
- Literacy Activities T249

WRITING WORKSHOP

MINILESSON

- Opinion Essay T410–T411
 - » Revise by Combining Ideas for Clarity
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T411
- Conferences T396

WRITING BRIDGE

- Spelling: Spiral Review: Words with Unusual Spellings T412 **FLEXIBLE OPTION**
- Language and Conventions: Practice Indefinite and Reflexive Pronouns T413

LESSON 5

W.5.2.c, W.5.2.e, W.5.5,
SL.5.1.a, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T250–T251
 - » Write to Sources
- ☑ **Quick Check** T251
- » Weekly Question

READING BRIDGE

- Word Study: Suffixes *-ous, -eous, -ious* T252–T253 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T252

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T216–T217, T255
- Strategy, Intervention, and On-Level/Advanced Activities T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255

BOOK CLUB T255, T474–T475 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T414
 - » Participate in Peer Editing
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T414–T415 **SEL**
- Conferences T396

WRITING BRIDGE

- Spelling: Words with *-ous, -eous, -ious* T416
- ☑ **Assess Understanding** T416
- Language and Conventions: Standards Practice T417 **FLEXIBLE OPTION**

UNIT 3 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about realistic fiction by inferring multiple themes.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an essay.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on **SavvasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks
- Writing Workshop Performance-Based Assessment

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RL.5.10, RF.3.a, W.5.5, SL.5.2, L.5.2, L.5.4

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore Media: Weekly Question T260–T261
- Listening Comprehension: Read Aloud: “Art in Graffiti Park” T262–T263
- Realistic Fiction T264–T265
- ☑ **Quick Check** T265

READING BRIDGE

- Academic Vocabulary: Parts of Speech T266–T267
- Word Study: Teach Syllable Patterns T268–T269

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T270–T271, T273
- Strategy, Intervention, and On-Level/Advanced Activities T272
- ELL Targeted Support T272
- Conferencing T273

INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

BOOK CLUB T273, T476–T477 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T422–T423
 - » Incorporate Peer and Teacher Suggestions
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T423
- Conferences T420

WRITING BRIDGE

- Spelling: Words with Syllable Patterns T424
 - ☑ **Assess Prior Knowledge** T424
- Language and Conventions: Spiral Review: Indefinite and Reflexive Pronouns T425

LESSON 2

RL.5.10, RF.3.a, W.5.6, SL.5.6, L.5.1, L.5.6

READING WORKSHOP

SHARED READ

- Introduce the Text T274–T287
 - » Preview Vocabulary
 - » Read: “Life & Art”
- Respond and Analyze T288–T289
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T289
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Syllable Patterns T290–T291

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T270–T271, T293
- Strategy and Intervention Activities T292
- Fluency T292
- ELL Targeted Support T292
- Conferencing T293

INDEPENDENT/COLLABORATIVE

- Independent Reading T293
- Literacy Activities T293
- Partner Reading T293

WRITING WORKSHOP

MINILESSON

- Opinion Essay T426–T427
 - » Publish a Final Draft
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T427
- Conferences T420

WRITING BRIDGE

- Spelling: Teach Words with Syllable Patterns T428
- Language and Conventions: Oral Language: Adverbs T429

LESSON 3

RL.5.1, RL.5.2, RL.5.6,
RF.5.4, W.5.6, L.5.1

READING WORKSHOP

CLOSE READ

- Infer Multiple Themes T294–T295
 - » Close Read: “Life & Art”
- ☑ **Quick Check** T295

READING BRIDGE

- Read Like a Writer: Analyze Effect of Point of View T296–T297
 - Word Study: More Practice: Syllable Patterns T298–T299
- FLEXIBLE OPTION** ←

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T270–T271, T301
- Strategy and Intervention Activities T300
- Fluency T300
- ELL Targeted Support T300
- Conferring T301

INDEPENDENT/COLLABORATIVE

- Independent Reading T301
- Literacy Activities T301

WRITING WORKSHOP

MINILESSON

- Opinion Essay T430–T431
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T431
- Conferences T420

WRITING BRIDGE

- Spelling: More Practice: Words with Syllable Patterns T432
 - Language and Conventions: Teach Adverbs T433
- FLEXIBLE OPTION** ←

LESSON 4

RL.5.10, RF.5.4.a, W.5.4,
L.5.1, L.5.6

READING WORKSHOP

CLOSE READ

- Confirm Predictions T302–T303
 - » Close Read: “Life & Art”
- ☑ **Quick Check** T303

READING BRIDGE

- Write for a Reader: Use a of Point of View T304–T305
 - Word Study: Spiral Review: Suffixes *-ous, -eous, -ious* T306–T307
- FLEXIBLE OPTION** ←

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T270–T271, T309
- Strategy and Intervention Activities T308
- Fluency T308
- ELL Targeted Support T308
- Conferring T309

INDEPENDENT/COLLABORATIVE

- Independent Reading T309
- Literacy Activities T309
- Partner Reading T309

WRITING WORKSHOP

MINILESSON

- Opinion Essay T434–T435
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T435
- Conferences T420

WRITING BRIDGE

- Spelling: Spiral Review: Words with *-ous, -eous, -ious* T436
 - Language and Conventions: Practice Adverbs T437
- FLEXIBLE OPTION** ←

LESSON 5

RF.3.a, SL.5.4, SL.5.6,
L.5.1, L.5.3

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T310–T311
 - » Talk About It
- ☑ **Quick Check** T311
- » Weekly Question

READING BRIDGE

- Word Study: Syllable Patterns T312–T313
 - ☑ **Assess Understanding** T312
- FLEXIBLE OPTION** ←

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T270–T271, T315
- Strategy, Intervention, and On-Level/Advanced Activities T314
- ELL Targeted Support T314
- Conferring T315

INDEPENDENT/COLLABORATIVE

- Independent Reading T315
- Literacy Activities T315

BOOK CLUB T315, T476–T477 **SEL** →

WRITING WORKSHOP

MINILESSON

- Opinion Essay T438
 - » Assessment

INDEPENDENT WRITING

- Assessment T438–T439
- Conferences T420

WRITING BRIDGE

- Spelling: Words with Syllable Patterns T440
 - ☑ **Assess Understanding** T440
 - Language and Conventions: Standards Practice T441
- FLEXIBLE OPTION** ←

PROJECT FOCUS

This week students will

- research a person or hero who has had an impact on their lives.
- write a speech about why a day should be dedicated to that person.

Lesson 1 Compare Across Texts

T446–T449

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “The Making of a Holiday”
- Generate Questions
- Use Academic Words

RI.5.10, RF.5.4.a,
W.5.7, W.5.10, L.5.6

Lesson 2 Explore and Plan

T450–T453

- Argumentative Text
- Read “Awesome Jane Addams”
- Apply characteristics of text

Conduct Research

- Databases and avoiding plagiarism
- Use tools to research

RI.5.7, RI.5.8,
RF.5.4.a, W.5.7,
W.5.8, W.5.9.b

Lesson 3 Collaborate and Discuss

T454–T457

- Analyze Student Model
- Identify features of an argumentative text

Refine Research

- Bibliography
- Read “You Inspire Me!”
- Write bibliography entries for different sources

RI.5.7, W.5.1, W.5.7,
SL.5.4, SL.5.6, L.5.2

Lesson 4 Extend Research

T458–T461

- Research visuals
- Incorporate photographs and time lines into speeches

Collaborate and Discuss

- Revise & Edit: Clarity
- Peer review speeches

W.5.5, W.5.8, SL.5.3,
SL.5.5, L.5.3.a

Lesson 5 Celebrate and Reflect

T462–T463

- Share your speeches
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

RI.5.10, W.5.6,
W.5.10, SL.5.4,
SL.5.5,

UNIT 4 SKILLS OVERVIEW

UNIT THEME

Liberty

WEEK 1

Historical Fiction

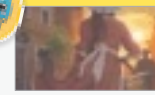
“Keeping Mr. John Holton Alive”



WEEK 2

Historical Fiction

The Scarlet Stockings Spy



WEEK 3

Informational Text

The Bill of Rights



| | | CCSS | CCSS | CCSS | CCSS | | |
|---------------------------------|---------------------|--|------------|--|---|--|----------|
| READING WORKSHOP | Minilesson Bank | Infographic: The Underground Railroad | RI.5.7 | Map: The American Revolution | RI.5.7 | Word Puzzle: Our Constitution | RI.5.7 |
| | | Historical Fiction: Keeping Mr. John Holton Alive | RL.5.10 | Historical Fiction: The Scarlet Stockings Spy | RL.5.10 | Informational Text: The Bill of Rights | RI.5.10 |
| | | Words that Describe Character Traits and Actions | RL.5.4 | Words that Bring Historical Times, Events, or Places to Life | L.5.6 | Domain-Specific Words that Connect to Liberty | L.5.6 |
| | | Analyze Characters | RL.5.10 | Infer Multiple Themes | RL.5.1 | Interpret Text Structure | RI.5.5 |
| | | Evaluate Details | RL.5.10 | Monitor Comprehension | RL.5.10 | Summarize | RI.5.2 |
| | | Talk About It: Opinion | SL.5.1.c | Write to Sources: Opinion | W.5.1 | Write to Sources: Response to Informational Text | W.5.9 |
| READING-WRITING WORKSHOP BRIDGE | Academic Vocabulary | Related Words | L.5.5 | Synonyms and Antonyms | L.5.5.c | Context Clues | L.5.4.a |
| | Word Study | Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i> | L.5.4.b | Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans-</i> | RF.5.3 | Word Parts <i>sub-</i> , <i>super-</i> | RF.5.3.a |
| | Read Like a Writer | Analyze Dialects | RL.5.10 | Analyze Point of View | RL.5.6 | Analyze Author's Purpose | RI.5.8 |
| | Write for a Reader | Use Dialect | L.5.3.b | Use Point of View | W.5.4 | Choose a Writing Purpose | W.5.2 |
| WRITING WORKSHOP | Weekly Focus | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| | Minilesson Bank | Organize a Science Fiction Story | W.5.3.a | Develop Characters | W.5.3.a | Organize an Introduction | W.5.3.a |
| | | Analyze Characters and Setting | W.5.3.a | Develop Setting | W.5.3 | Organize a Sequence of Events | W.5.3.a |
| | | Analyze Plot | W.5.3.b | Develop the Conflict | W.5.3 | Choose Pacing of Events | W.5.3.b |
| | | Set a Purpose | W.5.4 | Develop the Resolution | W.5.3.a | Develop the Plot | W.5.3.d |
| | | Plan Your Science Fiction Story | W.5.5 | Develop Dialogue | W.5.3.b | Select a Different Genre | W.5.5 |
| READING-WRITING WORKSHOP BRIDGE | Spelling | Spell Words with <i>pro-</i> , <i>com-</i> , <i>con-</i> | L.5.2.e | Spell Words with <i>anti-</i> , <i>mid-</i> , <i>trans</i> | L.5.2.e | Spell Words with <i>sub-</i> , <i>super-</i> | L.5.2.e |
| Language and Conventions | Adjectives | L.5.1 | Adjectives | L.5.1 | Coordinating and Subordinating Conjunctions | L.5.1.a | |

Essential Question

What does it mean to be free?

WEEK 4

Biography

Delivering Justice



| | CCSS | | CCSS |
|--|---------|--|----------|
| Time Line: The Early Civil Rights Movement | RI.5.7 | Primary Source: from "I Will Go West!" | RL.5.10 |
| Biography: Delivering Justice | RI.5.10 | Historical Fiction: Ezekiel Johnson Goes West | RL.5.10 |
| Words that Connect to Civil Rights | RI.5.4 | Words that Connect to Western Migration | RL.5.4 |
| Explain Relationships Between Ideas | RI.5.3 | Explain Author's Purpose | RL.5.7 |
| Generate Questions | RI.5.10 | Make Inferences | RL.5.1 |
| Write to Sources: Response to Informational Text | W.5.9 | Talk About It: Opinion | SL.5.1.b |
| Figurative Language: Adages | L.5.5.b | Parts of Speech | L.5.6 |
| Word Origins | L.5.4.b | Latin Roots <i>audi, rupt, scrib, spec</i> | L.5.4.b |
| Analyze Graphic Features | RI.5.10 | Analyze Adages and Proverbs | L.5.5.b |
| Use Graphic Features | W.5.3 | Use Adages and Proverbs | W.5.3.d |
| Writer's Craft | | Publish, Celebrate, and Assess | |
| Edit for Prepositions and Prepositional Phrases | L.5.1.a | Revise by Adding and Deleting Ideas for Clarity | W.5.5 |
| Edit for Irregular Verbs | W.5.5 | Edit for Indefinite Pronouns | L.5.1 |
| Edit for Collective Nouns | W.5.5 | Publish and Celebrate | W.5.3 |
| Edit for Subordinating Conjunctions | W.5.5 | Prepare for Assessment | W.5.3 |
| Edit for Punctuation Marks | L.5.2.a | Assessment | W.5.3 |
| Spell Words with Greek Roots | L.5.2.e | Spell Latin Roots <i>audi, rupt, scrib, spec</i> | L.5.2.e |
| Correlative Conjunctions | L.5.1.e | Capitalization | L.5.2 |

WEEK 5

Historical Fiction

Ezekiel Johnson Goes West



WEEK 6

Inquiry and Research

What It Means to Be Free



| | CCSS |
|--|---------|
| Leveled Research Articles | RI.5.10 |
| Use Academic Words | L.5.6 |
| Explore and Plan: Informational Text | W.5.7 |
| Conduct Research: Survey | W.5.7 |
| Create Project from Collected Data | W.5.7 |
| Refine Research: Primary and Secondary Sources | W.5.7 |
| Extend Research: Online Survey Tools | W.5.7 |
| Revise for Clarity | W.5.5 |
| Edit and Peer Review | W.5.5 |
| Celebrate and Reflect | SL.5.4 |

UNIT 4 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about historical fiction by analyzing characters.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of science fiction to write a short story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.4, RF.5.3.a, SL.5.1.b, SL.5.2, L.5.4.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: “The North Star” T20–T21
- Historical Fiction T22–T23
- ☑ **Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Word Parts *pro-*, *com-*, *con-* T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferencing T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31, T482–T487 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T344–T345
 - » Science Fiction
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T345
- Conferences T342

WRITING BRIDGE

- Spelling: Words with *pro-*, *com-*, *con-* T346
 - ☑ **Assess Prior Knowledge** T346
- Language and Conventions: Spiral Review: Adverbs T347

LESSON 2

RL.5.10, RF.5.4, W.5.4, SL.5.6, L.5.2.e, L.5.4.b

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T45
 - » Preview Vocabulary
 - » Read: “Keeping Mr. John Holton Alive”
- Respond and Analyze T46–T47
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T47
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Word Parts *pro-*, *com-*, *con-* T48–T49

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T51
- Strategy and Intervention Activities T50
- Fluency T50
- ELL Targeted Support T50

INDEPENDENT/COLLABORATIVE

- Independent Reading T51
- Literacy Activities T51
- Collaboration T51

WRITING WORKSHOP

MINILESSON

- Science Fiction T348–T349
 - » Characters and Setting
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T349
- Conferences T342

WRITING BRIDGE

- Spelling: Teach Words with *pro-*, *com-*, *con-* T350
- Language and Conventions: Oral Language: Adjectives T351

LESSON 3

RL.5.3, RL.5.10, W.5.10,
L.5.1, L.5.3.b

READING WORKSHOP

CLOSE READ

- Analyze Characters T52–T53
 - » Close Read: “Keeping Mr. John Holton Alive”
- Quick Check T53

READING BRIDGE

- Read Like a Writer: Analyze Dialects T54–T55
- Word Study: More Practice: Word Parts *pro-*, *com-*, *con-* T56–T57 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T59
- Strategy and Intervention Activities T58
- Fluency T58
- ELL Targeted Support T58
- Conferring T59

INDEPENDENT/COLLABORATIVE

- Independent Reading T59
- Literacy Activities T59
- Partner Reading T59

WRITING WORKSHOP

MINILESSON

- Science Fiction Story T352–T353
 - » Analyze Plot
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T353
- Conferences T342

WRITING BRIDGE

- Spelling: More Practice: Words with *pro-*, *com-*, *con-* T354 **FLEXIBLE OPTION**
- Language and Conventions: Teach Adjectives T355

LESSON 4

RF.5.3.a, RF.5.4.a, W.5.4,
L.5.1, L.5.3.b

READING WORKSHOP

CLOSE READ

- Evaluate Details T60–T61
 - » Close Read: “Keeping Mr. John Holton Alive”
- Quick Check T61

READING BRIDGE

- Write for a Reader: Use Dialect T62–T63
- Word Study: Spiral Review: Syllable Patterns T64–T65 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP

MINILESSON

- Science Fiction T356–T357
 - » Set a Purpose
 - » Share Back

INDEPENDENT WRITING

- Science Fiction T357
- Conferences T342

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Patterns T358 **FLEXIBLE OPTION**
- Language and Conventions: Practice Adjectives T359

LESSON 5

W.5.3, W.5.5, SL.5.1.a,
SL.5.1.c, L.5.2.e, L.5.4.b

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T68–T69
 - » Talk About It
- Quick Check T69
- » Weekly Question

READING BRIDGE

- Word Study: Word Parts *pro-*, *com-*, *con-* T70–T71 **FLEXIBLE OPTION**
- Assess Understanding T70

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T73
- Strategy, Intervention, and On-Level/Advanced Activities T72
- ELL Targeted Support T72
- Conferring T73

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

BOOK CLUB T73, T482–T487 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T360
 - » Plan Your Science Fiction Story
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T360–T361 **SEL**
- Conferences T342

WRITING BRIDGE

- Spelling: Words with *pro-*, *com-*, *con-* T362 **FLEXIBLE OPTION**
- Assess Understanding T362
- Language and Conventions: Standards Practice T363

UNIT 4 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about historical fiction and infer multiple themes.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of science fiction to write a short story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

W.5.3.a, W.5.3.b, SL.5.1, SL.5.1.d, L.5.4, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Map: Weekly Question T78–T79
- Listening Comprehension: Read Aloud: “Jefferson’s Desk” T80–T81
- Historical Fiction T82–T83
- ☑ **Quick Check** T83

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T84–T85
- Word Study: Teach Word Parts *anti-*, *mid-*, *trans-* T86–T87

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T88–T89, T91
- Strategy, Intervention, and On-Level/Advanced Activities T90
- ELL Targeted Support T90
- Conferring T91

INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

BOOK CLUB T91, T488–T489 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T368–T369
 - » Develop Characters
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T369
- Conferences T366

WRITING BRIDGE

- Spelling: Words with *anti-*, *mid-*, *trans-* T370
 - ☑ **Assess Prior Knowledge** T370
- Language and Conventions: Spiral Review: Adjectives and Predicate Adjectives T371

LESSON 2

RL.5.9, RF.5.3.a, W.5.3, SL.5.1, SL.5.6, L.5.4.b

READING WORKSHOP

SHARED READ

- Introduce the Text T92–T109
 - » Preview Vocabulary
 - » Read: *The Scarlet Stockings Spy*
- Respond and Analyze T110–T111
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T111
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Word Parts *anti-*, *mid-*, *trans-* T112–T113

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T88–T89, T115
- Strategy and Intervention Activities T114
- Fluency T114
- ELL Targeted Support T114
- Conferring T115

INDEPENDENT/COLLABORATIVE

- Independent Reading T115
- Literacy Activities T115
- Partner Reading T115

WRITING WORKSHOP

MINILESSON

- Science Fiction T372–T373
 - » Develop Setting
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T373
- Conferences T366

WRITING BRIDGE

- Spelling: Teach Words with *anti-*, *mid-*, *trans-* T374
- Language and Conventions: Oral Language: Adjectives T375

LESSON 3


RL.5.2, RL.5.6, RL.5.9,
W.5.3, L.5.1, L.5.4.b

READING WORKSHOP

CLOSE READ

- Infer Multiple Themes T116–T117
 - » Close Read: *The Scarlet Stockings Spy*
- ☑ **Quick Check** T117

READING BRIDGE

- Read Like a Writer: Analyze Point of View T118–T119
- Word Study: More Practice: Word Parts **FLEXIBLE OPTION** 
anti-, mid-, trans- T120–T121

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T88–T89, T123
- Strategy and Intervention Activities T122
- Fluency T122
- ELL Targeted Support T122
- Conferring T123

INDEPENDENT/COLLABORATIVE

- Independent Reading T123
- Literacy Activities T123

WRITING WORKSHOP


MINILESSON

- Science Fiction T376–T377
 - » Develop the Conflict
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T377
- Conferences T366

WRITING BRIDGE

- Spelling: More Practice: Words with **FLEXIBLE OPTION** 
anti-, mid-, trans- T378
- Language and Conventions: Teach Adjectives T379

LESSON 4


RL.5.10, RF.5.4, W.5.3,
W.5.4, L.5.1

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T124–T125
 - » Close Read: *The Scarlet Stockings Spy*
- ☑ **Quick Check** T125

READING BRIDGE

- Write for a Reader: Use Point of View T126–T127
- Word Study: Spiral Review: Words Parts **FLEXIBLE OPTION** 
pro-, com-, con- T128–T129

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T88–T89, T131
- Strategy and Intervention Activities T130
- Fluency T130
- ELL Targeted Support T130
- Conferring T131

INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131
- Partner Reading T131

WRITING WORKSHOP


MINILESSON

- Science Fiction T380–T381
 - » Develop the Resolution
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T381
- Conferences T366

WRITING BRIDGE

- Spelling: Spiral Review: Word Parts **FLEXIBLE OPTION** 
pro-, com-, con- T382
- Language and Conventions: Practice Adjectives T383

LESSON 5


RL.5.1, W.5.1.c, W.5.1.d,
W.5.3.b, W.5.9.a, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T132–T133
 - » Write to Sources
- ☑ **Quick Check** T133
- » Weekly Question

READING BRIDGE

- Word Study: Word Parts **FLEXIBLE OPTION** 
anti-, mid-, trans- T134–T135
- ☑ **Assess Understanding** T134


SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T88–T89, T137
- Strategy, Intervention, and On-Level/Advanced Activities T136
- ELL Targeted Support T136
- Conferring T137

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

BOOK CLUB T137, T488–T489 **SEL** 

WRITING WORKSHOP


MINILESSON

- Science Fiction T384
 - » Develop Dialogue
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T384–T385 **SEL** 
- Conferences T366

WRITING BRIDGE

- Spelling: Words with *anti-, mid-, trans-* T386
- ☑ **Assess Understanding** T386
- Language and Conventions: Standards Practice T387 **FLEXIBLE OPTION** 

UNIT 4 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- SHARED READING 35–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 20–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can learn about the theme *Liberty* by interpreting text structure in informational text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of science fiction to write a short story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RF.5.4.b, RF.5.4.c, W.5.3.a, W.5.10, L.5.4.a, L.5.4.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Word Puzzle: Weekly Question T142–T143
- Listening Comprehension: Read Aloud: “Freedom of Speech at School” T144–T145
- Informational Text T146–T147
- Quick Check** T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Word Parts *sub-*, *super-* T150–T151

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T152–T153, T155
- Strategy, Intervention, and On-Level/Advanced Activities T154
- ELL Targeted Support T154
- Conferring T155

INDEPENDENT/COLLABORATIVE

- Independent Reading T155
- Literacy Activities T155

BOOK CLUB T155, T490–T491 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T392–T393
 - » Organize an Introduction
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T393
- Conferences T390

WRITING BRIDGE

- Spelling: Words with *sub-*, *super-* T394
 - Assess Prior Knowledge** T394
- Language and Conventions: Spiral Review: Adjectives (Comparative and Superlative) T395

LESSON 2

RI.5.2, RF.5.4.b, RF.5.4.c, W.5.3.a, W.5.3.c, L.5.1.a

READING WORKSHOP

SHARED READ

- Introduce the Text T156–T171
 - » Preview Vocabulary
 - » Read: *The Bill of Rights*
- Respond and Analyze T172–T173
 - » My View
 - » Develop Vocabulary
- Quick Check** T173
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Word Parts *sub-*, *super-* T174–T175

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T152–T153, T177
- Strategy and Intervention Activities T176
- Fluency T176
- ELL Targeted Support T176
- Conferring T177

INDEPENDENT/COLLABORATIVE

- Independent Reading T177
- Literacy Activities T177

WRITING WORKSHOP

MINILESSON

- Science Fiction T396–T397
 - » Organize a Sequence of Events
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T397
- Conferences T390

WRITING BRIDGE

- Spelling: Teach Words with *sub-*, *super-* T398
- Language and Conventions: Oral Language: Coordinating and Subordinating Conjunctions T399

LESSON 3

RI.5.5, RI.5.8, W.5.3.a,
W.5.3.a, L.5.1.a, L.5.4.b

READING WORKSHOP

CLOSE READ

- Interpret Text Structure T178–T179
 - » Close Read: *The Bill of Rights*
- ☑ **Quick Check** T179

READING BRIDGE

- Read Like a Writer: Analyze Author's Purpose T180–T181
- Word Study: More Practice: Word Parts *sub-*, *super-* T182–T183 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T152–T153, T185
- Strategy and Intervention Activities T184
- Fluency T184
- ELL Targeted Support T184
- Conferring T185

INDEPENDENT/COLLABORATIVE

- Independent Reading T185
- Literacy Activities T185
- Partner Reading T185

WRITING WORKSHOP

MINILESSON

- Science Fiction T400–T401
 - » Choose Pacing of Events
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T401
- Conferences T390

WRITING BRIDGE

- Spelling: More Practice: Words with *sub-*, *super-* T402 **FLEXIBLE OPTION**
- Language and Conventions: Teach Coordinating and Subordinating Conjunctions T403

LESSON 4

RI.5.2, RF.5.4, W.5.3.d,
W.5.4, L.5.1.a, L.5.4.b

READING WORKSHOP

CLOSE READ

- Summarize T186–T187
 - » Close Read: *The Bill of Rights*
- ☑ **Quick Check** T187

READING BRIDGE

- Write for a Reader: Choose a Writing Purpose T188–T189
- Word Study: Spiral Review: Word Parts *anti-*, *mid-*, *trans-* T190–T191 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T152–T153, T193
- Strategy and Intervention Activities T192
- Fluency T192
- ELL Targeted Support T192
- Conferring T193

INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193

WRITING WORKSHOP

MINILESSON

- Science Fiction T404–T405
 - » Develop the Plot
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T405
- Conferences T390

WRITING BRIDGE

- Spelling: Spiral Review: Word Parts *anti-*, *mid-*, *trans-* T406 **FLEXIBLE OPTION**
- Language and Conventions: Practice Coordinating and Subordinating Conjunctions T407

LESSON 5

W.5.9, W.5.10, SL.5.1.a,
L.5.4.b

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T194–T195
 - » Write to Sources
- ☑ **Quick Check** T195
- » Weekly Question

READING BRIDGE

- Word Study: Word Parts *sub-*, *super-* T196–T197 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T196

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T152–T153, T199
- Strategy, Intervention, and On-Level/Advanced Activities T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

BOOK CLUB T199, T490–T491 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T408
 - » Select a Different Genre
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T409
- Conferences T390

WRITING BRIDGE

- Spelling: Words with *sub-*, *super-* T410
- ☑ **Assess Understanding** T410
- Language and Conventions: Standards Practice T411 **FLEXIBLE OPTION**

UNIT 4 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- SHARED READING 35–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 20–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can learn more about the theme *Liberty* by explaining relationships between ideas and a biography.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of science fiction to write a short story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.10, W.5.3, SL.5.1.d,
L.5.1.a, L.5.4.b, L.5.5.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T204–T205
- Listening Comprehension: Read Aloud: “Mahalia Jackson” T206–T207
- Biography T208–T209
- Quick Check T209

READING BRIDGE

- Academic Vocabulary: Figurative Language T210–T211
- Word Study: Teach Word Origins T212–T213

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215, T217
- Strategy, Intervention, and On-Level/Advanced Activities T216
- ELL Targeted Support T216
- Conferring T217

INDEPENDENT/COLLABORATIVE

- Independent Reading T217
- Literacy Activities T217

BOOK CLUB T217, T492–T493 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T416–T417
 - » Edit for Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T417
- Conferences T414

WRITING BRIDGE

- Spelling: Words with **FLEXIBLE OPTION** Greek Roots T418
 - Assess Prior Knowledge T418
- Language and Conventions: Spiral Review: Conjunctions T419
 - FLEXIBLE OPTION**

LESSON 2

RI.5.3, RI.5.10, SL.5.1,
L.5.1.c, L.5.1.e, L.5.4.b

READING WORKSHOP

SHARED READ

- Introduce the Text T218–T235
 - » Preview Vocabulary
 - » Read: *Delivering Justice*
- Respond and Analyze T236–T237
 - » My View
 - » Develop Vocabulary
- Quick Check T237
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Word Origins T238–T239
- High-Frequency Words T238

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215, T241
- Strategy and Intervention Activities T240
- Fluency T240
- ELL Targeted Support T240
- Conferring T241

INDEPENDENT/COLLABORATIVE

- Independent Reading T241
- Literacy Activities T241
- Partner Reading T241

WRITING WORKSHOP

MINILESSON

- Science Fiction T420–T421
 - » Edit for Irregular Verbs
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T421
- Conferences T414

WRITING BRIDGE

- Spelling: Teach Words with Greek Roots T422
- Language and Conventions: Oral Language: Correlative Conjunctions T423
 - FLEXIBLE OPTION**

LESSON 3

RI.5.3, RF.5.4, W.5.3,
L.5.1.e, L.5.2.e, L.5.4.b

READING WORKSHOP

CLOSE READ

- Explain Relationships Between Ideas T242–T243
- Close Read: *Delivering Justice*
 Quick Check T243

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T244–T245
- Word Study: More Practice: Word Origins T246–T247 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215, T249
- Strategy and Intervention Activities T248
- Fluency T248
- ELL Targeted Support T248
- Conferring T249

INDEPENDENT/COLLABORATIVE

- Independent Reading T249
- Literacy Activities T249

WRITING WORKSHOP

MINILESSON

- Science Fiction T424–T425
 - » Edit for Collective Nouns
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T425
- Conferences T414

WRITING BRIDGE

- Spelling: More Practice: Words with Greek Roots T426 **FLEXIBLE OPTION**
- Language and Conventions: Teach Correlative Conjunctions T427

LESSON 4

RI.5.10, RF.5.3.a, W.5.3,
W.5.4, L.5.1.a, L.5.1.e

READING WORKSHOP

CLOSE READ

- Generate Questions T250–T251
- Close Read: *Delivering Justice*
 Quick Check T251

READING BRIDGE

- Write for a Reader: Use Graphic Features T252–T253
- Word Study: Spiral Review: Word Parts *sub-*, *super-* T254–T255 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215, T257
- Strategy and Intervention Activities T256
- Fluency T256
- ELL Targeted Support T256
- Conferring T257

INDEPENDENT/COLLABORATIVE

- Independent Reading T257
- Literacy Activities T257
- Partner Reading T257

WRITING WORKSHOP

MINILESSON

- Science Fiction T428–T429
 - » Edit for Subordinating Conjunctions
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T429
- Conferences T414

WRITING BRIDGE

- Spelling: Spiral Review: Word Parts *sub-*, *super-* T430 **FLEXIBLE OPTION**
- Language and Conventions: Practice Correlative Conjunctions T431

LESSON 5

RI.5.3, W.5.9, L.5.2.a,
L.5.2.b, L.5.2.c, L.5.2.d

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T258–T259
 - » Write to Sources
- Quick Check** T259
- » Weekly Question

READING BRIDGE

- Word Study: Word Origins T260–T261 **FLEXIBLE OPTION**
 Assess Understanding T260

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215, T263
- Strategy, Intervention, and On-Level/Advanced Activities T262
- ELL Targeted Support T262
- Conferring T263

INDEPENDENT/COLLABORATIVE

- Independent Reading T263
- Literacy Activities T263

BOOK CLUB T263, T492–T493 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T432
 - » Edit for Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T432–T433 **SEL**
- Conferences T414

WRITING BRIDGE

- Spelling: Words with Greek Roots T434
 Assess Understanding T434
- Language and Conventions: Standards Practice T435 **FLEXIBLE OPTION**

UNIT 4 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about historical fiction and explain author’s purpose.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of science fiction to write a short story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on **SavvasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks
- Writing Workshop Performance-Based Assessment

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RL.5.10, W.5.3, SL.5.2,
L.5.3.a, L.5.4.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Primary Source: Weekly Question T268–T269
- Listening Comprehension: Read Aloud: “Voyage” T270–T271
- Historical Fiction T272–T273
- Quick Check** T273

READING BRIDGE

- Academic Vocabulary: Parts of Speech T274–T275
- Word Study: Teach Latin Roots *audi, rupt, scrib, spec* T276–T277

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T278–T279, T281
- Strategy, Intervention, and On-Level/Advanced Activities T280
- ELL Targeted Support T280
- Conferring T281

INDEPENDENT/COLLABORATIVE

- Independent Reading T281
- Literacy Activities T281

BOOK CLUB T281, T494–T495 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T440–T441
 - » Revise by Adding and Deleting Ideas for Clarity
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T441
- Conferences T438

WRITING BRIDGE

- Spelling: Latin Roots *audi, rupt, scrib, spec* T442
 - Assess Prior Knowledge** T442
- Language and Conventions: Spiral Review: Correlative Conjunctions T443

LESSON 2

RL.5.7, W.5.3, SL.5.1,
L.5.4, L.5.4.b

READING WORKSHOP

SHARED READ

- Introduce the Text T282–T305
 - » Preview Vocabulary
 - » Read: *Ezekiel Johnson Goes West*
- Respond and Analyze T306–T307
 - » My View
 - » Develop Vocabulary
- Quick Check** T307
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Latin Roots *audi, rupt, scrib, spec* T308–T309

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T278–T279, T311
- Strategy and Intervention Activities T310
- Fluency T310
- ELL Targeted Support T310
- Conferring T311

INDEPENDENT/COLLABORATIVE

- Independent Reading T311
- Literacy Activities T311

WRITING WORKSHOP

MINILESSON

- Science Fiction T444–T445
 - » Edit for Indefinite Pronouns
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T445
- Conferences T438

WRITING BRIDGE

- Spelling: Teach Latin Roots *audi, rupt, scrib, spec* T446
- Language and Conventions: Oral Language: Capitalization T447

LESSON 3

RL.5.7, RF.5.3.a, W.5.6,
L.5.2, L.5.5.b

READING WORKSHOP

CLOSE READ

- Explain Author's Purpose T312–T313
 - » Close Read: *Ezekiel Johnson Goes West*
- ☑ **Quick Check** T313

READING BRIDGE

- Read Like a Writer: Analyze Adages and Proverbs T314–T315
- Word Study: More Practice: Latin Roots T316–T317 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T278–T279, T319
- Strategy and Intervention Activities T318
- Fluency T318
- ELL Targeted Support T318
- Conferring T319

INDEPENDENT/COLLABORATIVE

- Independent Reading T319
- Literacy Activities T319
- Partner Reading T319

WRITING WORKSHOP

MINILESSON

- Science Fiction T448–T449
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T449
- Conferences T438

WRITING BRIDGE

- Spelling: More Practice: Latin Roots *audi, rupt, scribe, spec* T450 **FLEXIBLE OPTION**
- Language and Conventions: Teach Capitalization T451

LESSON 4

RL.5.1, RL.5.2, RF.5.4.a,
W.5.4, L.5.4.b, L.5.5.b

READING WORKSHOP

CLOSE READ

- Make Inferences T320–T321
 - » Close Read: *Ezekiel Johnson Goes West*
- ☑ **Quick Check** T321

READING BRIDGE

- Write for a Reader: Use Adages and Proverbs T322–T323
- Word Study: Spiral Review: Word Origins T324–T325 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T278–T279, T327
- Strategy and Intervention Activities T326
- Fluency T326
- ELL Targeted Support T326
- Conferring T327

INDEPENDENT/COLLABORATIVE

- Independent Reading T327
- Literacy Activities T327

WRITING WORKSHOP

MINILESSON

- Science Fiction T452–T453
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Science Fiction Story T453
- Conferences T438

WRITING BRIDGE

- Spelling: Spiral Review: Greek Roots T454 **FLEXIBLE OPTION**
- Language and Conventions: Practice Capitalization T455

LESSON 5

SL.5.1.b, SL.5.1.c, L.5.2.e,
L.5.4.b

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T328–T329
 - » Talk About It
- ☑ **Quick Check** T329
- » Weekly Question

READING BRIDGE

- Word Study: Latin Roots *audi, rupt, scribe, spec* T330–T331 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T330

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T278–T279, T333
- Strategy, Intervention, and On-Level/Advanced Activities T332
- ELL Targeted Support T332
- Conferring T333

INDEPENDENT/COLLABORATIVE

- Independent Reading T333
- Literacy Activities T333

BOOK CLUB T333, T494–T495 **SEL**

WRITING WORKSHOP

MINILESSON

- Science Fiction T456
 - » Assessment

INDEPENDENT WRITING

- Assessment T456–T457
- Conferences T438

WRITING BRIDGE

- Spelling: Latin Roots *audi, rupt, scribe, spec* T458
- ☑ **Assess Understanding** T458
- Language and Conventions: Standards Practice T459 **FLEXIBLE OPTION**

PROJECT FOCUS

This week students will

- survey people on the meaning of freedom.
- create a speech or poster about freedom.

Lesson 1 Compare Across Texts

T464–T467

- Answer the Essential Question

RI.5.5, RI.5.10, W.5.7,
L.5.6

Inquire

- Introduce Inquiry Project
- Read “Experiencing Freedom”
- Generate questions
- Use Academic Vocabulary

Lesson 2 Explore and Plan

T468–T471

- Informational Writing
- Read: “You Can Quote Me!”
- Apply characteristics to text

RI.5.10, W.5.7, W.5.8,
SL.5.2

Conduct Research

- Surveys
- Use tools to research

Lesson 3 Collaborate and Discuss

T472–T475

- Analyze Student Model
- Identify features of an informative text

RI.5.7, RI.5.9, W.5.7,
W.5.8, SL.5.1

Refine Research

- Primary and Secondary Sources
- Read “Thomas Paine’s Legacy”
- Identify primary and secondary sources

Lesson 4 Extend Research

T476–T479

- Online Survey Tools
- Complete online survey for research

W.5.4, W.5.5, W.5.7,
W.5.8, SL.5.1, L.5.3

Collaborate and Discuss

- Revise & Edit: Revise for Clarity
- Peer review informational project

Lesson 5 Celebrate and Reflect

T480–T481

- Share your project
- Reflect on your project

RI.5.10, W.5.6, W.5.7,
SL.5.4, SL.5.5

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT 5 SKILLS OVERVIEW

UNIT THEME

Systems

| | | WEEK 1 | | WEEK 2 | | WEEK 3 | |
|--------------------------|-----------------------------------|---|----------------------------------|---|-------------------|---|----------|
| | | Informational Text <i>from Rocks and Fossils</i> | | Informational Text <i>from Earth's Water Cycle</i> | | Historical Fiction <i>"The Dog of Pompeii"</i> | |
| | | CCSS | | CCSS | | CCSS | |
| READING WORKSHOP | Minilesson Bank | Infographic: Who Are Geologists? | RI.5.7 | Poem: The Water Cycle | RL.5.10 | Video: How Volcanoes Work | RI.5.7 |
| | | Informational Text: Rocks and Fossils | RI.5.10 | Informational Text: Earth's Water Cycle | RI.5.10 | Historical Fiction: The Dog of Pompeii | RL.5.10 |
| | | Domain-specific vocabulary | RI.5.4 | Words connected to a science topic | RI.5.4 | Precise and concrete words | RL.5.4 |
| | | Identify Main Idea and Details | RI.5.2 | Interpret Text Features | RI.5.10 | Analyze Plot and Setting | RL.5.5 |
| | | Make Connections | RI.5.10 | Confirm or Correct Predictions | RI.5.10 | Make Inferences | RL.5.1 |
| | | Talk About It | SL.5.1 | Write to Sources | W.5.9.b | Write to Sources | W.5.1 |
| | Academic Vocabulary | Related Words | L.5.5 | Synonyms and Antonyms | L.5.5.c | Context Clues | L.5.4.a |
| | Word Study | Consonant Changes | RF.5.3.a | Syllable Patterns | RF.5.3.a | Multisyllabic Words | RF.5.3.a |
| | Read Like a Writer | Analyze Text Features | RI.5.10 | Analyze Text Structure | RI.5.5 | Analyze Denotation and Connotation | L.5.5 |
| | Write for a Reader | Develop Text Features | W.5.4 | Develop Text Structure | W.5.4 | Use Denotation and Connotation | W.5.3 |
| WRITING WORKSHOP | Weekly Focus | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| | Minilesson Bank | Analyze Poetry | W.5.10 | See Like a Poet | W.5.3.d | Choose Line Breaks | W.5.4 |
| | | What Poetry Sounds Like | W.5.10 | Use Rhythm and Rhyme | W.5.3.d | Develop Stanzas | W.5.4 |
| | | What Poetry Looks Like | W.5.10 | Use Personification | W.5.4 | Develop Poetry with Punctuation | W.5.5 |
| | | Brainstorm Ideas | W.5.4 | Use Simile and Metaphor | W.5.4 | Develop a Rhyme Scheme | W.5.4 |
| | | Plan Your Poetry | W.5.4 | Use Interjections | L.5.1.a | Rewrite for Precise Meaning | W.5.5 |
| | Spelling | Spell Words with Consonant Changes | L.5.2.e | Spell Words with Different Syllable Patterns | L.5.2.e | Spell Multisyllabic Words | L.5.2.e |
| Language and Conventions | Commas and Semicolons in a Series | L.5.2.a | Commas and Introductory Elements | L.5.2.b | Title Punctuation | L.5.2.d | |

Essential Question

How do elements of systems change?

WEEK 4

Informational Texts

“Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”



| | CCSS |
|--|------|
|--|------|

| | |
|---|---------|
| Diagram: Waste Is a Problem | RI.5.7 |
| Informational texts about trash and reducing food waste | RI.5.10 |
| Domain-specific vocabulary | RI.5.4 |
| Compare and Contrast Accounts | RI.5.6 |
| Monitor Comprehension | RI.5.10 |
| Write to Sources | W.5.9 |

| | |
|--------------------------|----------|
| Analogies | W.5.10 |
| Schwa | RF.5.3.a |
| Analyze Graphic Features | RI.5.10 |
| Develop Graphic Features | W.5.2 |

Writer’s Craft

| | |
|-------------------------------------|---------|
| Use Poetic License | W.5.10 |
| Try a New Approach | W.5.5 |
| Edit for Subordinating Conjunctions | L.5.1.a |
| Edit for Adjectives | W.5.5 |
| Edit Titles and Show Emphasis | L.5.2.d |

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| Spell Words with Schwa Sounds | L.5.2.e |
| Quotation Marks with Dialogue | L.5.2 |

WEEK 5

Argumentative Text

People Should Manage Nature



| | CCSS |
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|---|---------|
| Map: How People Influence Natural Systems | RI.5.7 |
| Argumentative Text: People Should Manage Nature | RI.5.10 |
| Precise words | RI.5.4 |
| Analyze Argumentative Texts | RI.5.8 |
| Make Connections | RI.5.10 |
| Talk About It | SL.5.1 |

| | |
|------------------------------------|----------|
| Parts of Speech | L.5.6 |
| Vowel Changes | RF.5.3.a |
| Analyze First-Person Point of View | RI.5.6 |
| Use First-Person Point of View | W.5.1 |

Publish, Celebrate, and Assess

| | |
|---------------------------|---------|
| Edit for Collective Nouns | W.5.5 |
| Edit for Irregular Verbs | L.5.1.d |
| Publish and Celebrate | W.5.6 |
| Prepare for Assessment | W.5.10 |
| Assessment | W.5.10 |

| | |
|--------------------------------|---------|
| Spell Words with Vowel Changes | L.5.2.e |
| Interjections | L.5.1.a |

WEEK 6

Inquiry and Research

Persuade the Public!



| | CCSS |
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| | |
|--------------------------------------|---------|
| Leveled Research Articles | RI.5.10 |
| Use Academic Words | L.5.6 |
| Explore and Plan: Persuasive Writing | W.5.7 |
| Conduct Research: Graphics | W.5.7 |
| Persuasive Writing: Persuasive PSA | W.5.7 |
| Refine Research: Bibliography | W.5.7 |
| Extend Research: Media | W.5.7 |
| Revise a Conclusion | W.5.5 |
| Edit and Peer Review | W.5.5 |
| Celebrate and Reflect | SL.5.4 |

UNIT 5 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about informational text and identify main ideas and details.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.10, RF.5.3, W.5.4, SL.5.2, L.5.4.c, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: “Geologists at Work” T20–T21
- Informational Text T22–T23

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Consonant Changes T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31, T476–T477 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T334–T335
 - » Analyze Poetry
 - » Share Back

INDEPENDENT WRITING

- Poetry T335
- Conferences T332

WRITING BRIDGE

- Spelling: Consonant Changes T336
 - FLEXIBLE OPTION**
 - Assess Prior Knowledge T336
- Language and Conventions: Spiral Review: Capitalization T337
 - FLEXIBLE OPTION**

LESSON 2

RI.5.10, RF.5.3, SL.5.1, W.5.10, L.5.2.a, L.5.4.c

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T53
 - » Preview Vocabulary
 - » Read: *Rocks and Fossils*
 - Respond and Analyze T54–T55
 - » My View
 - » Develop Vocabulary
- Quick Check T55
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Consonant Changes T56–T57

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T59
- Strategy and Intervention Activities T58
- Fluency T58
- ELL Targeted Support T58
- Conferring T59

INDEPENDENT/COLLABORATIVE

- Independent Reading T59
- Literacy Activities T59
- Collaboration T59

WRITING WORKSHOP

MINILESSON

- Poetry T338–T339
 - » What Poetry Sounds Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T339
- Conferences T332

WRITING BRIDGE

- Spelling: Teach Consonant Changes T340
- Language and Conventions: Oral Language: Commas and Semicolons in a Series T341
 - FLEXIBLE OPTION**

LESSON 3

RI.5.2, RF.5.4.a, W.5.10,
L.5.2.a, L.5.2.e

READING WORKSHOP

CLOSE READ

- Identify Main Idea and Details T60–T61
 - » Close Read: *Rocks and Fossils*
- ✓ **Quick Check** T61

READING BRIDGE

- Read Like a Writer: Analyze Text Features T62–T63
- Word Study: More Practice: Consonant Changes T64–T65 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67
- Partner Reading T67

WRITING WORKSHOP

MINILESSON

- Poetry T342–T343
 - » What Poetry Looks Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T343
- Conferences T332

WRITING BRIDGE

- Spelling: More Practice: Consonant Changes T344 **FLEXIBLE OPTION**
- Language and Conventions: Teach Commas and Semicolons in a Series T345

LESSON 4

RI.5.10, RF.5.4, W.5.4,
W.5.10, L.5.2.a, L.5.4.b

READING WORKSHOP

CLOSE READ

- Make Connections T68–T69
 - » Close Read: *Rocks and Fossils*
- ✓ **Quick Check** T69

READING BRIDGE

- Write for a Reader: Develop Text Features T70–T71
- Word Study: Spiral Review: Latin Roots *audi, rupt, scrib, spec* T72–T73 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T75
- Strategy and Intervention Activities T74
- Fluency T74
- ELL Targeted Support T74
- Conferring T75

INDEPENDENT/COLLABORATIVE

- Independent Reading T75
- Literacy Activities T75

WRITING WORKSHOP

MINILESSON

- Poetry T346–T347
 - » Brainstorm Ideas
 - » Share Back

INDEPENDENT WRITING

- Poetry T347
- Conferences T332

WRITING BRIDGE

- Spelling: Spiral Review: Latin Roots *audi, rupt, scrib, spec* T348 **FLEXIBLE OPTION**
- Language and Conventions: Practice Commas and Semicolons in a Series T349

LESSON 5

RF.5.3, W.5.4, SL.5.1.a,
SL.5.1.c, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T76–T77
 - » Talk About It
- ✓ **Quick Check** T77
- » Weekly Question

READING BRIDGE

- Word Study: Consonant Changes T78–T79 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T78

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T28–T29, T81
- Strategy, Intervention, and On-Level/Advanced Activities T80
- ELL Targeted Support T80
- Conferring T81

INDEPENDENT/COLLABORATIVE

- Independent Reading T81
- Literacy Activities T81

BOOK CLUB T81, T476–T477 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T350
 - » Plan Your Poetry
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T350–T351 **SEL**
- Conferences T332

WRITING BRIDGE

- Spelling: Consonant Changes T352
 - ✓ **Assess Understanding** T352
- Language and Conventions: Standards Practice T353 **FLEXIBLE OPTION**

UNIT 5 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- SHARED READING 35–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 20–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can learn more about informational text and interpret text features.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

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- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RL.5.10, RF.5.3.a, W.5.4, SL.5.2, L.5.4.c, L.5.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T86–T87
- Listening Comprehension: Read Aloud: “Why Does Ice Float?” T88–T89
- Informational Text T90–T91
- Quick Check T91

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T92–T93
- Word Study: Teach Syllable Patterns T94–T95

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T96–T97, T99
- Strategy, Intervention, and On-Level/Advanced Activities T98
- ELL Targeted Support T98
- Conferring T99

INDEPENDENT/COLLABORATIVE

- Independent Reading T99
- Literacy Activities T99

BOOK CLUB T99, T478–T479 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T358–T359
 - » See Like a Poet
 - » Share Back

INDEPENDENT WRITING

- Poetry T359
- Conferences T356

WRITING BRIDGE

- Spelling: Syllable Patterns T360
 - FLEXIBLE OPTION**
 - Assess Prior Knowledge T360
- Language and Conventions: Spiral Review: Commas and Semicolons in a Series T361
 - FLEXIBLE OPTION**

LESSON 2

RI.5.10, RF.5.3.a, RF.5.4.a, SL.5.1, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Text T100–T115
 - » Preview Vocabulary
 - » Read: *Earth’s Water Cycle*
- Respond and Analyze T116–T117
 - » My View
 - » Develop Vocabulary
- Quick Check T117
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Syllable Patterns T118–T119
- High-Frequency Words T118

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T96–T97, T121
- Strategy and Intervention Activities T120
- Fluency T120
- ELL Targeted Support T120
- Conferring T121

INDEPENDENT/COLLABORATIVE

- Independent Reading T121
- Literacy Activities T121
- Partner Reading T121

WRITING WORKSHOP

MINILESSON

- Poetry T362–T363
 - » Use Rhythm and Rhyme
 - » Share Back

INDEPENDENT WRITING

- Poetry T363
- Conferences T356

WRITING BRIDGE

- Spelling: Teach Syllable Patterns T364
- Language and Conventions: Oral Language: Commas and Introductory Elements T365
 - FLEXIBLE OPTION**

LESSON 3

RI.5.5, W.5.10, L.5.2.b,
L.5.2.c, L.5.5

READING WORKSHOP

CLOSE READ

- Interpret Text Features T122–T123
- Close Read: *Earth's Water Cycle*
 Quick Check T123

READING BRIDGE

- Read Like a Writer: Analyze Text Structure T124–T125
- Word Study: More Practice: Syllable Patterns T126–T127 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T96–T97, T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON

- Poetry T366–T367
 - » Use Personification
 - » Share Back

INDEPENDENT WRITING

- Poetry T367
- Conferences T356

WRITING BRIDGE

- Spelling: More Practice: Syllable Patterns T368 **FLEXIBLE OPTION**
- Language and Conventions: Teach Commas and Introductory Elements T369

LESSON 4

RL.5.4, RI.5.10, W.5.4,
W.5.10, L.5.2.b, L.5.2.c

READING WORKSHOP

CLOSE READ

- Confirm or Correct Predictions T130–T131
- Close Read: *Earth's Water Cycle*
 Quick Check T131

READING BRIDGE

- Write for a Reader: Develop Text Structure T132–T133
- Word Study: Spiral Review: Consonant Changes T134–T135 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T96–T97, T137
- Strategy and Intervention Activities T136
- Fluency T136
- ELL Targeted Support T136
- Conferring T137

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137
- Partner Reading T137

WRITING WORKSHOP

MINILESSON

- Poetry T370–T371
 - » Use Simile and Metaphor
 - » Share Back

INDEPENDENT WRITING

- Poetry T371
- Conferences T356

WRITING BRIDGE

- Spelling: Spiral Review: Consonant Changes T372 **FLEXIBLE OPTION**
- Language and Conventions: Practice Commas and Introductory Elements T373

LESSON 5

W.5.9, RF.5.3.a, SL.5.1,
L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T138–T139
 - » Write to Sources
- Quick Check** T139
- » Weekly Question

READING BRIDGE

- Word Study: Syllable Patterns T140–T141 **FLEXIBLE OPTION**
 Assess Understanding T140

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T96–T97, T143
- Strategy, Intervention, and On-Level/Advanced Activities T142
- ELL Targeted Support T142
- Conferring T143

INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

BOOK CLUB T143, T478–T479 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T374
 - » Use Interjections
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T374–T375 **SEL**
- Conferences T356

WRITING BRIDGE

- Spelling: Syllable Patterns T376
 Assess Understanding T376
- Language and Conventions: Standards Practice T377 **FLEXIBLE OPTION**

UNIT 5 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about the theme *Systems* by analyzing plot and setting in historical fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.7, RF.3.a, SL.5.2, L.5.2.b, L.5.4.a

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Video: Weekly Question T148–T149
- Listening Comprehension: Read Aloud: “The Big One” T150–T151
- Historical Fiction T152–T153
- ☑ **Quick Check** T153

READING BRIDGE

- Academic Vocabulary: Context Clues T154–T155
- Word Study: Teach Multisyllabic Words T156–T157

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T158–T159, T161
- Strategy, Intervention, and On-Level/Advanced Activities T160
- ELL Targeted Support T160
- Conferring T161

INDEPENDENT/COLLABORATIVE

- Independent Reading T161
- Literacy Activities T161

BOOK CLUB T161, T480–T481 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T382–T383
 - » Choose Line Breaks
 - » Share Back

INDEPENDENT WRITING

- Poetry T383
- Conferences T380

WRITING BRIDGE

- Spelling: Multisyllabic Words T384
 - ☑ **Assess Prior Knowledge** T384
- Language and Conventions: Spiral Review: Commas and Introductory Elements T385

LESSON 2

RL.5.10, RF.5.3.a, W.5.10, SL.5.1, L.5.2.d, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Text T162–T179
 - » Preview Vocabulary
 - » Read: “The Dog of Pompeii”
- Respond and Analyze T180–T181
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T181
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Multisyllabic Words T182–T183

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T158–T159, T185
- Strategy and Intervention Activities T184
- Fluency T184
- ELL Targeted Support T184
- Conferring T185

INDEPENDENT/COLLABORATIVE

- Independent Reading T185
- Literacy Activities T185

WRITING WORKSHOP

MINILESSON

- Poetry T386–T387
 - » Develop Stanzas
 - » Share Back

INDEPENDENT WRITING

- Poetry T387
- Conferences T380

WRITING BRIDGE

- Spelling: Teach Multisyllabic Words T388
- Language and Conventions: Oral Language: Title Punctuation T389

LESSON 3

RL.5.5, RF.5.3.a, W.5.10,
L.5.2.d, L.5.5

READING WORKSHOP

CLOSE READ

- Analyze Plot and Setting T186–T187
- Close Read: “The Dog of Pompeii”

Quick Check T187

READING BRIDGE

- Read Like a Writer: Analyze Denotation and Connotation T188–T189

FLEXIBLE OPTION 

- Word Study: More Practice: Multisyllabic Words T190–T191

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T158–T159, T193
- Strategy and Intervention Activities T192
- Fluency T192
- ELL Targeted Support T192
- Conferring T193

INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193
- Partner Reading T193

WRITING WORKSHOP

MINILESSON

- Poetry T390–T391
 - » Develop Poetry with Punctuation
 - » Share Back

INDEPENDENT WRITING

- Poetry T391
- Conferences T380

WRITING BRIDGE

FLEXIBLE OPTION 

- Spelling: More Practice: Multisyllabic Words T392
- Language and Conventions: Teach Title Punctuation T393

LESSON 4

RL.5.1, RF.5.4, W.5.4,
L.5.2.d, L.5.2.e

READING WORKSHOP

CLOSE READ

- Make Inferences T194–T195
- Close Read: “The Dog of Pompeii”

Quick Check T195

READING BRIDGE

- Write for a Reader: Use Denotation and Connotation T196–T197

FLEXIBLE OPTION 

- Word Study: Spiral Review: Syllable Patterns T198–T199

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T158–T159, T201
- Strategy and Intervention Activities T200
- Fluency T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

WRITING WORKSHOP

MINILESSON

- Poetry T394–T395
 - » Develop a Rhyme Scheme
 - » Share Back

INDEPENDENT WRITING

- Poetry T395
- Conferences T380

WRITING BRIDGE

FLEXIBLE OPTION 

- Spelling: Spiral Review: Syllable Patterns T396
- Language and Conventions: Practice Title Punctuation T397

LESSON 5

RF.5.3.a, SL.5.1, W.5.9.a,
W.5.10

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T202–T203
 - » Write to Sources

Quick Check T203

- » Weekly Question

READING BRIDGE

FLEXIBLE OPTION 

- Word Study: Multisyllabic Words T204–T205

Assess Understanding T204

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T158–T159, T207
- Strategy, Intervention, and On-Level/Advanced Activities T206
- ELL Targeted Support T206
- Conferring T207

INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

BOOK CLUB T207, T480–T481 **SEL** 

WRITING WORKSHOP

MINILESSON

- Poetry T398
 - » Rewrite for Precise Meaning
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T399

WRITING BRIDGE

- Spelling: Multisyllabic Words T400
 - Assess Understanding** T400

FLEXIBLE OPTION 

- Language and Conventions: Standards Practice T401

UNIT 5 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- SHARED READING 35–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 20–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can learn more about informational text by comparing and contrasting authors' points of view on a topic.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

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- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RI.5.10, RF.5.3, SL.5.2, L.5.3.b, L.5.5

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T212–T213
- Listening Comprehension: Read Aloud: “The Problem with Palm Oil” T214–T215
- Informational Text T216–T217
- Quick Check** T217

READING BRIDGE

- Academic Vocabulary: Analogies T218–T219
- Word Study: Teach Schwa T220–T221

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T222–T223, T225
- Strategy, Intervention, and On-Level/Advanced Activities T224
- ELL Targeted Support T224
- Conferring T225

INDEPENDENT/COLLABORATIVE

- Independent Reading T225
- Literacy Activities T225

BOOK CLUB T225, T482–T483 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T406–T407
 - » Use Poetic License
 - » Share Back

INDEPENDENT WRITING

- Poetry T407
- Conferences T404

WRITING BRIDGE

- Spelling: Words with Schwa Sounds T408
 - Assess Prior Knowledge** T408
- Language and Conventions: Spiral Review: Title Punctuation T409

LESSON 2

RI.5.10, RF.5.3, W.5.5, SL.5.1, L.5.2, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Text T226–T233
 - » Preview Vocabulary
 - » Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”
- Respond and Analyze T234–T235
 - » My View
 - » Develop Vocabulary
 - Quick Check** T235
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Schwa T236–T237

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T222–T223, T239
- Strategy and Intervention Activities T238
- Fluency T238
- ELL Targeted Support T238
- Conferring T239

INDEPENDENT/COLLABORATIVE

- Independent Reading T239
- Literacy Activities T239
- Partner Reading T239

WRITING WORKSHOP

MINILESSON

- Poetry T410–T411
 - » Try a New Approach
 - » Share Back

INDEPENDENT WRITING

- Poetry T411
- Conferences T404

WRITING BRIDGE

- Spelling: Teach Words with Schwa Sounds T412
- Language and Conventions: Oral Language: Quotation Marks with Dialogue T413

LESSON 3

RI.5.6, RI.5.10, W.5.5,
L.5.1.a, L.5.2

READING WORKSHOP

CLOSE READ

- Compare and Contrast Accounts T240–T241
- Close Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”
 Quick Check T241

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T242–T243
FLEXIBLE OPTION
- Word Study: More Practice: Schwa T244–T245

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T222–T223, T247
- Strategy and Intervention Activities T246
- Fluency T246
- ELL Targeted Support T246
- Conferring T247

INDEPENDENT/COLLABORATIVE

- Independent Reading T247
- Literacy Activities T247

WRITING WORKSHOP

MINILESSON

- Poetry T414–T415
 - » Edit for Subordinating Conjunctions
 - » Share Back

INDEPENDENT WRITING

- Poetry T415
- Conferences T404

WRITING BRIDGE

- Spelling: More Practice: Words with Schwa Sounds T416
FLEXIBLE OPTION
- Language and Conventions: Teach Quotation Marks with Dialogue T417

LESSON 4

RI.5.9, RF.5.4.a, W.5.4,
W.5.5, L.5.2, L.5.3

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T248–T249
- Close Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”
 Quick Check T249

READING BRIDGE

- Write for a Reader: Develop Graphic Features T250–T251
FLEXIBLE OPTION
- Word Study: Spiral Review: Multisyllabic Words T252–T253

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T222–T223, T255
- Strategy and Intervention Activities T254
- Fluency T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255
- Partner Reading T255

WRITING WORKSHOP

MINILESSON

- Poetry T418–T419
 - » Edit for Adjectives
 - » Share Back

INDEPENDENT WRITING

- Poetry T419
- Conferences T404

WRITING BRIDGE

- Spelling: Spiral Review: Multisyllabic Words T420
FLEXIBLE OPTION
- Language and Conventions: Practice Quotation Marks with Dialogue T421

LESSON 5

W.5.5, W.5.9, SL.5.1,
L.5.2.d, L.5.2.e

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T256–T257
 - » Write to Sources
 - Quick Check** T257
 - » Weekly Question

READING BRIDGE

- Word Study: Schwa T258–T259
FLEXIBLE OPTION
 Assess Understanding T258

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T222–T223, T261
- Strategy, Intervention, and On-Level/Advanced Activities T260
- ELL Targeted Support T260
- Conferring T261

INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

BOOK CLUB T261, T482–T483 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T422
 - » Edit Titles and Show Emphasis
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T422–T423 **SEL**
- Conferences T404

WRITING BRIDGE

- Spelling: Words with Schwa Sounds T424
 Assess Understanding T424
FLEXIBLE OPTION
- Language and Conventions: Standards Practice T425

UNIT 5 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|----------------|------------|
| SHARED READING | 35–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 20–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn more about the theme *Systems* by reading a text that helps me analyze arguments.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on **SavvasRealize.com**:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

RF.5.4, W.5.5, SL.5.2, L.5.1, L.5.2, L.5.4

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Map: Weekly Question T266–T267
- Listening Comprehension: Read Aloud: “Deforestation Must Be Controlled” T268–T269
- Argumentative Text T270–T271
- ✓ **Quick Check** T271

READING BRIDGE

- Academic Vocabulary: Parts of Speech T272–T273
- Word Study: Teach Vowel Changes T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T276–T277, T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279, T484–T485 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T430–T431
 - » Edit for Collective Nouns
 - » Share Back

INDEPENDENT WRITING

- Poetry T431
- Conferences T428

WRITING BRIDGE

- Spelling: Words with Vowel Changes T432
 - ✓ **Assess Prior Knowledge** T432
- Language and Conventions: Spiral Review: Quotation Marks with Dialogue T433

LESSON 2

RF.5.4.c, W.5.5, SL.5.1, L.5.1.a, L.5.1.d, L.5.4

READING WORKSHOP

SHARED READ

- Introduce the Text T280–T295
 - » Preview Vocabulary
 - » Read: *People Should Manage Nature*
- Respond and Analyze T296–T297
 - » My View
 - » Develop Vocabulary
- ✓ **Quick Check** T297
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Vowel Changes T298–T299

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T276–T277, T301
- Strategy and Intervention Activities T300
- Fluency T300
- ELL Targeted Support T300
- Conferring T301

INDEPENDENT/COLLABORATIVE

- Independent Reading T301
- Literacy Activities T301

WRITING WORKSHOP

MINILESSON

- Poetry T434–T435
 - » Edit for Irregular Verbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T435
- Conferences T428

WRITING BRIDGE

- Spelling: Teach Words with Vowel Changes T436
- Language and Conventions: Oral Language: Interjections T437

LESSON 3

RI.5.6, RI.5.8, RF.5.4.a,
L.5.1.a, L.5.2.e

READING WORKSHOP

CLOSE READ

- Analyze Argumentative Texts T302–T303
- Close Read: *People Should Manage Nature*
- ☑ **Quick Check** T303

READING BRIDGE

- Read Like a Writer: Analyze First-Person Point of View T304–T305
- Word Study: More Practice: Vowel Changes T306–T307

FLEXIBLE OPTION 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T276–T277, T309
- Strategy and Intervention Activities T308
- Fluency T308
- ELL Targeted Support T308
- Conferring T309

INDEPENDENT/COLLABORATIVE

- Independent Reading T309
- Literacy Activities T309
- Partner Reading T309

WRITING WORKSHOP

MINILESSON

- Poetry T438–T439
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Poetry T439
- Conferences T428

WRITING BRIDGE

- Spelling: More Practice: Words with Vowel Changes T440
- Language and Conventions: Teach Interjections T441

FLEXIBLE OPTION 

LESSON 4

RI.5.10, RF.5.3, W.5.4,
W.5.10, L.5.1.a, L.5.2.b

READING WORKSHOP

CLOSE READ

- Make Connections T310–T311
- Close Read: *People Should Manage Nature*
- ☑ **Quick Check** T311

READING BRIDGE

- Write for a Reader: Use First-Person Point of View T312–T313
- Word Study: Spiral Review: Schwa T314–T315

FLEXIBLE OPTION 

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T276–T277, T317
- Strategy and Intervention Activities T316
- Fluency T316
- ELL Targeted Support T316
- Conferring T317

INDEPENDENT/COLLABORATIVE

- Independent Reading T317
- Literacy Activities T317

WRITING WORKSHOP

MINILESSON

- Poetry T442–T443
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Poetry T443
- Conferences T428

WRITING BRIDGE

- Spelling: Spiral Review: Words with Schwa Sounds T444
- Language and Conventions: Practice Interjections T445

FLEXIBLE OPTION 

LESSON 5

RI.5.1, RI.5.9, W.5.10,
SL.5.1.a, SL.5.1.c

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T318–T319
 - » Talk About It
- ☑ **Quick Check** T319
- » Weekly Question

READING BRIDGE

- Word Study: Vowel Changes T320–T321
- ☑ **Assess Understanding** T320

FLEXIBLE OPTION 


SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T276–T277, T323
- Strategy, Intervention, and On-Level/Advanced Activities T322
- ELL Targeted Support T322
- Conferring T323

INDEPENDENT/COLLABORATIVE

- Independent Reading T323
- Literacy Activities T323

BOOK CLUB T323, T484–T485 **SEL** 

WRITING WORKSHOP

MINILESSON

- Poetry T446
 - » Assessment

INDEPENDENT WRITING

- Assessment T446–T447

WRITING BRIDGE

- Spelling: Words with Vowel Changes T448
- ☑ **Assess Understanding** T448
- Language and Conventions: Standards Practice T449

FLEXIBLE OPTION 

PROJECT FOCUS

This week students will

- research a natural disaster.
- create a Public Service Announcement (PSA) about the environment.

Lesson 1 Compare Across Texts

T454–T457

- Answer the Essential Question

RI.5.4, RI.5.10, W.5.7,
W.5.9, L.5.6

Inquire

- Introduce Inquiry Project
- Read “Now Hear This!”
- Generate questions
- Use Academic Vocabulary

Lesson 2 Explore and Plan

T458–T461

- Argumentative Text
- Read “Emergency!”
- Apply characteristics to text

RI.5.8, W.5.7, W.5.8,
SL.5.5

Conduct Research

- Graphics
- Use tools to research

Lesson 3 Collaborate and Discuss

T462–T465

- Analyze Student Model
- Identify features of an argumentative text

RI.5.8, W.5.7, W.5.8

Refine Research

- Bibliography
- Read “Meet FEMA”
- Identify parts of a bibliography

Lesson 4 Extend Research

T466–T469

- Recording Tips
- Prepare for audio recording

W.5.4, W.5.5, SL.5.3,
SL.5.5, L.5.1

Collaborate and Discuss

- Revise & Edit: Revise Claim and Evidence
- Peer review argumentative text

Lesson 5 Celebrate and Reflect

T470–T471

- Share your Public Service Announcement (PSA)
- Reflect on your project

RF.5.4, W.5.5, SL.5.3,
SL.5.5

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing