

Weeks 3-4 Assessed Skill		
Unit 5 Week 4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do shared experiences help people adapt to change?</p>	<ul style="list-style-type: none"> ✔ Cite relevant evidence from text ✔ Make inferences to support understanding ✔ Compare and contrast characters ✔ Make, correct, or confirm predictions ✔ Analyze the author's use of compare-and contrast text structure ✔ Identify and use literary elements 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary assume guarantee nominate obviously rely supportive sympathy weakling</p> <p>Vocabulary Strategy: ✔ Describe how the author's use of idioms achieves specific purposes</p> <p>Grammar: ✔ Explain the function of adjectives ✔ Use adjectives that compare</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Musical Impressions of the Great Depression"</p> <p style="padding-left: 20px;">Shared Read: "The Day the Rollets Got Their Moxie Back"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): Bud, Not Buddy</p> <p>Leveled Readers A: The Picture Palace O: Hard Times ELL: Hard Times B: Woodpecker Warriors</p> <p>Optional Classroom Library Trade Books SeeSaw Girl</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: ✔ Revise and edit a research report</p> <p>Analytical writing: ✔ Write responses that demonstrate understanding</p>	<ul style="list-style-type: none"> ✔ Engage in collaborative discussions ✔ Paraphrase portions of "Starting Over" ✔ Present information about the Great Depression
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study:</p> <ul style="list-style-type: none"> ✔ Decode words with prefixes ✔ Decode words with suffixes -less and -ness <p>Spelling Words:</p> <p><u>Week 3</u> prewash disable discolor mistaken misunderstand mistrust incorrect disconnect preview prejudge misjudge discomfort dismount disobey injustice preheats dishonest disapprove inexpensive indefinite</p> <p><u>Week 4</u> sadness gladness needless harmless darkness fullness stillness hopeless fearless weakness bottomless foolishness fondness effortless meaningless emptiness forgiveness motionless ceaseless fierceness</p> <p>Fluency:</p> <ul style="list-style-type: none"> ✔ Read fluently with accuracy and rate 	<ul style="list-style-type: none"> ✔ Identify credible sources ✔ Create a collage about the Great Depression

Weekly Standards

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

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [1 lesson]

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [1 lesson]

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [8 lessons]

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

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [7 lessons]

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

5.FL.WC.4.b Write legibly in manuscript and cursive. [1 lesson]

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [1 lesson]

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

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. [3 lessons]

5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. [1 lesson]

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [10 lessons]

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [13 lessons]

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. [2 lessons]

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [1 lesson]

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. [5 lessons]

5.W.TTP.2.h Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

Day 6	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.KID.3 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.KID.3, 5.W.PDW.5, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141-141O <ul style="list-style-type: none"> ○ Reread page 367 and answer the questions, “What is the name of Bud’s set of rules? What does this suggest about Bud’s life up to this point?” ○ Reread pages 368–369 and answer the questions, “What does the author reveal about Bud through his responses to the conversation he overhears? How does the author show how Bud will have to change to stay with the band? How do these expectations compare to Bud’s original set of rules? How is he affected by this?” ○ Analyze the relationship between Bud and the band members as you read further. ○ Answer the question, “Miss Thomas says, “There’s lots wrong, but not with that car.” What does she mean? What text evidence supports your understanding?” ○ Reread page 376 and answer the questions, “What new rule does Bud have? How does this new rule reveal changes in Bud’s life?” ○ Reread page 378 and answer the questions, “How does the author help you understand how Bud changes as he becomes part of the band? How does this show that he has changed during the story?” ○ Answer the questions, “Christopher Paul Curtis uses figurative language as part of the dialogue throughout the story. Why is the use of this language appropriate?” ○ In partners, review Floyd Cooper’s illustrations throughout the story and discuss how they add to the author’s character development. Students will use the sentence frame: This illustration shows character development by... ○ Use text evidence to support their idea.
Respond to Reading Reading / Writing Companion	Students will: T142-143 <ul style="list-style-type: none"> ○ Read the prompt aloud: <i>How does the author show how the significance of Bud’s set of rules changes and plays a role in the message of the story?</i> Answer the question, “<i>What is the prompt asking you to do?</i>” ○ Reread to see how the author has developed Bud’s character over the course of the story. ○ Look at Literature Anthology page 371. Read the last three paragraphs and answer the question, “<i>What does Rules and Things Number 36 mean?</i>” ○ Read page 376 and answer the questions, “<i>What new rule does Bud learn? What event is learning this rule tied to?</i>” ○ Compare and contrast how being in the band has changed Bud. Students will look for more text evidence that shows how Bud’s rules change and why the changes are significant. ○ Review pages 46–48 of the Reading/Writing Companion. In partners or small groups, students will refer to and discuss their completed charts and writing responses from those pages. Students will use the sentence starters on page 49 of the Reading/Writing Companion to guide their responses.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Discuss the steps of the peer conferencing routine and answer the questions, “<i>Why should you begin a peer conference by listening carefully and taking notes? Why is it important to ask questions about your partner’s writing?</i>” ○ Partners will review and give feedback on each other’s drafts. They will follow the routine and the agreed-upon rules. They will respond to partner feedback by writing on page 29 about how they intend to use the feedback. ○ Review the Revising Checklist on Reading/Writing Companion page 29. Then they will implement suggestions. Students will use the rubric on page 31 to help with revision. After students have completed their revisions, they will share how their partners’ feedback has helped them improve their research reports.

Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Name one city, one athlete, and one movie. They will share the list with a partner. Then they will write sentences comparing the two cities, two athletes, and two movies.
Spelling Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Take a pre-test. See Practice Book page 282 ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. They will read the words aloud with partners. Then partners will do an open sort. They will record their sorts in their writer's notebook.
Day 7	Instructional Plan
Student Learning Targets: 5.FL.SC.6.j, 5.W.TTP.2.h, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Read "Musical Impressions of the Great Depression." ○ Take notes and think about the Essential Question: How do shared experiences help people adapt to change? ○ Think about how different kinds of music united people from all over the country during this time of hardship. Then students will compare it to what they learned in Bud, Not Buddy. Students will discuss how these texts are similar and different. ○ Answer the questions, "What is the main idea of the section, "The Great Depression?" What are other resources people need?" ○ In partners, tell how people might struggle to get by to get those resources. ○ Answer the questions, "What major challenge did African Americans face How did the emergence of jazz change things?" ○ Summarize the selection. Students will maintain the meaning and logical order of the selection as they summarize. ○ Read Page 384, Paragraph 2 and answer the questions, "Why did people need to have their spirits lifted during the depression? What music lifts your spirits? Why?"
Writing Process: Edit and Revise Reading / Writing Companion	Students will: T150-151 <ul style="list-style-type: none"> ○ Edit and proofread their drafts. ○ Read their sentences aloud to themselves in a soft voice to hear how their writing sounds. ○ Review the editing checklist on Reading/Writing Companion page 30. ○ Correct two mistakes they found when using the editing checklist on page 30. Volunteers will share the two mistakes they corrected. Answer the questions, "How did you figure out that you made these mistakes? How did you know how to correct them?" ○ In pairs, edit and proofread each other's draft. Students will read their drafts aloud to each other. Afterwards, partners will exchange papers and comment on each other's paper, with suggestions for edits and ideas for correcting grammar, usage, punctuation, and spelling errors. Students will read their partner's paper twice, once to pay attention to the Editing Checklist items and the second time to proofread. Students will be constructive and polite as they provide feedback. Finally, students will write a reflection on how collaborating helped their writing.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ With a list of longer adjectives such as <i>glamorous</i>, <i>magnificent</i>, and <i>mysterious</i>, partners will use each adjective to compare two places and then compare more than two places.

Expand Vocabulary Practice Book	Students will: T164 <ul style="list-style-type: none"> ○ In partners, brainstorm puns. Students will write their puns in their writer's notebook. See Practice Book page 287.
Day 8	Instructional Plan
Student Learning Targets: 5.RI.CS.5, 5.FL.PWR.3.a, 5.SL.PKI.4, 5.W.PDW.6 , 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Reread page 383 and answer the questions, "What is the author's purpose for writing this selection? What does the author mean by saying "people left their problems behind them and escaped onto the dance floor?" ○ After students read and summarize, they will reread to develop a deeper understanding of the text by annotating and answering questions on pages 50–52 of the Reading/Writing Companion. ○ Reread paragraphs 1 and 2 on page 50 and answer the questions, "<i>Whose music is the focus of the first paragraph? What was the purpose of his music?</i>"
Author's Craft Reading / Writing Companion	Students will: T144-145 <ul style="list-style-type: none"> ○ In partners, reread the second paragraph to identify the focus and purpose of the Carter family. Pairs will discuss how the author compares and contrasts the two examples, noting any signal words used. Pairs will identify the central idea, discussing the ways in which the compare-and-contrast text structure helps the author support ideas about people's struggles in the 1930s. ○ Enter their responses on Reading/Writing Companion page 53.
Writing Process: Draft Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Student work will be error-free and with any final visuals in place. ○ Rehearse presentation. ○ Review rubric on the Reading/Writing Companion page 31. ○ Evaluate their research reports using the rubric. Students will give themselves a grade and write a brief statement in support of their self-evaluation. Students will exchange their papers with a partner and use the rubric to evaluate each other's report. They will be polite and provide evidence if they disagree with their partner's self-evaluation. Afterwards, students will reflect in a brief discussion on the effectiveness of the collaboration and their progress as writers. ○ Students will respond to the questions on page 31, evaluating and noting what they did successfully and what needs more work in their writing.
Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ In groups, compare inventions from the early 1900s to modern inventions. Groups will debate the merits of the two inventions, using adjectives that compare.
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ In pairs, figure out the meaning of "She's a chip off the old block" in the last paragraph on page O2. They will write the meaning of the idioms in their writer's notebook. See Practice Book page 288.

Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.PWR.3.a, 5.SL.PKI.4, 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii	
Fluency Practice Book	Students will: T147 <ul style="list-style-type: none"> ○ In partners, take turns reading page 37. As one student reads, the other student will follow along, checking for accuracy. ○ Students will review any skipped or mispronounced words.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Student work will be error-free and with any final visuals in place. ○ Rehearse presentation. ○ Review rubric on the Reading/Writing Companion page 31. ○ Evaluate their research reports using the rubric. Students will give themselves a grade and write a brief statement in support of their self-evaluation. Students will exchange their papers with a partner and use the rubric to evaluate each other's report. They will be polite and provide evidence if they disagree with their partner's self-evaluation. Afterwards, students will reflect in a brief discussion on the effectiveness of the collaboration and their progress as writers. ○ Students will respond to the questions on page 31, evaluating and noting what they did successfully and what needs more work in their writing.
Make Connections Reading / Writing Companion	Students will: T166 <ul style="list-style-type: none"> ○ In small groups, complete the activities on Reading/Writing Companion page 54 and discuss how the photograph, the blast, and the selections they have just read relate to the effects music can have on people. Groups will use the chart to take notes. ○ Read the caption for the photograph and the Quick Tip on page 54. ○ Refer to their notes on the four-column chart as they respond to the writing prompt at the bottom of the page. Then, the different groups will share and discuss their responses.
Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ Find a piece of their own writing in their writer's notebook and correct any errors in comparative and superlative adjectives. See Practice Book page 280.
Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7b.ii, 5.FL.VA.7b.iii	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T165-155 <ul style="list-style-type: none"> ○ Prepare in order to best create a collage for presentation. Discuss each item on the Presenting Checklist in the Reading/Writing Companion page 55. Groups will rehearse their presentations. They will speak slowly, clearly, and with appropriate volume. ○ Write down questions they want to ask when the presentation ends. Students will summarize a few new ideas they learned about the Great Depression. Students will use the starters on the bottom of Reading/Writing Companion page 55 to focus the discussion.
Spelling	Students will: T163

Practice Book	<ul style="list-style-type: none"> ○ Take a post-test. See Practice Book page 282.
<p>Research and Inquiry Reading / Writing Companion</p>	<p>Students will: T167</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ Choose a format for publishing: print or digital. ○ Rehearse their presentation, practicing how to speak clearly and slowly. Students will consult the Presenting Checklist before they give their presentations. ○ Turn to the rubric on the Reading/Writing Companion page 31, and note that a “4” is considered the best evaluation. ○ Evaluate their research reports using the rubric. Students will give themselves a grade and write a brief statement in support of their self-evaluation. Then students will exchange their papers with a partner. Partners will use the rubric to evaluate each other’s report. They will be polite and provide evidence if they disagree with their partner’s self-evaluation. Afterward, students will reflect in a brief discussion on the effectiveness of the collaboration and their progress as writers. Finally, students will respond to the questions on page 31, evaluating and noting what they did successfully and what needs more work in their writing.
<p>Progress Monitoring</p>	<p>Students will: T202-203</p> <ul style="list-style-type: none"> ○ Progress monitor.

BCS Literacy Vision

Unit 5**Genre Study 1: Expository Informational Text**

Essential Question: How can scientific knowledge change over time?

Text Sets:

Read Aloud: "The Sun: Our Star"

Shared Read: "Changing Views of Earth"

Anchor Text: *When is a Planet Not a Planet?* & "The Crow and the Pitcher"

Genre Study 2: Historical Fiction

Essential Question: How do shared experiences help people adapt to change?

Text Sets:

Read Aloud: "Starting Over"

Shared Read: "The Day the Rollets Got Their Moxie Back"

Anchor Text: *Bud, Not Buddy* & "Musical Impressions of the Great Depression"

Culminating Task: Choose a scientific advancement of the 21st century and research information about it and why it is important. Use the main idea for your topic to help you focus on the information you need. Make sure you include facts and specific details to support the main idea.

Genre Study 3: Argumentative Text

Essential Question: How do natural events and human activities affect the environment?

Text Sets:

Read Aloud: "Dams: Harnessing the Power of Water"

Shared Read: "Should Plants and Animals from Other Places Live Here?"

Anchor Text: *The Case of the Missing Bees* & "Busy, Beneficial Bees"

Culminating Task: Choose an endangered species and write an opinion essay about why this species should be protected and how people can protect it. Make sure to include why it is endangered. Once you form your opinion, you will need to research your topic. Make sure to choose reliable sources and end with a strong conclusion.

Week 5		
Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do natural events and human activities affect the environment?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Analyze the author's point of view <p>Ask and answer questions to monitor comprehension Identify and explain the meaning of puns</p> <ul style="list-style-type: none"> ✓ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary agricultural declined disorder identify probable thrive unexpected widespread</p> <p>Vocabulary Strategy: ✓ Identify the meaning of words with shared roots</p> <p>Grammar: ✓ Compare with good and bad</p>
<p>Text(s): Teach and Model</p> <p>Interactive Read Aloud: "Dams: Harnessing the Power of Water" Shared Read: "Should Plants and Animals from Other Places Live Here?"</p> <p>Practice and Apply Anchor Texts: <i>The Case of the Missing Bees</i> & "Busy, Beneficial Bees"</p> <p>Leveled Readers A: The Great Plains O: The Great Plains ELL: The Great Plains B: The Great Plains</p> <p>Optional Classroom Library Trade Books A Black Hole is NOT a Hole The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: Plan and draft an opinion essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Engage in collaborative discussions Paraphrase portions of "Dams: Harnessing the Power of Water" Present information about an invasive plant or animal species</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with the suffix -ion</p> <p>Spelling Words: impress impression elect election locate location confuse confusion correct correction discuss discussion concentrate concentration estimate estimation decorate decoration exhaust exhaustion</p> <p>Fluency: Read fluently with accuracy and rate</p>	<p>Develop and follow a research plan Create a blog report</p>

Weekly Standards:

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

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

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[9 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

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

5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **[19 lessons]**

5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[4 lessons]**

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. **[1 lesson]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[9 lessons]**

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

5.FL.WC.4.b Write legibly in manuscript and cursive. **[6 lessons]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[1 lesson]**

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

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. **[2 lessons]**

5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. **[32 lessons]**

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[7 lessons]**

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[6 lessons]**

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. **[10 lessons]**

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. **[2 lessons]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[13 lessons]**

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[2 lessons]**

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

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[2 lessons]**

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. **[1 lesson]**

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **[2 lessons]**

5.W.TTP.1.a Introduce a topic or text. **[1 lesson]**

5.W.TTP.1.b Develop an opinion through logically-ordered reasons that are supported by facts and details. **[1 lesson]**

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

Day 1	Instructional Plan
Student Learning Targets: 5.RI.CS.6, 5.SL.CC.2, 5.RI.KID.2, 5.RI.IKI.8, 5.FL.VA.7a.ii, 5.FL.VA.7c, 5.FL.WC.4.a, 5.FL.VA.7a.i,	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 <ul style="list-style-type: none"> ○ Read the Essential Question on page 56 of the Reading/Writing Companion. ○ In pairs or groups, answer the questions, “What is an activity you have done that affected the environment? Was it in an agricultural or an urban environment? How did your actions help something thrive?” ○ In partners, share and discuss what they have learned about how they can affect the environment. Groups will use as many words from the organizer as possible in their discussion.
Listening Comprehension Interactive Read Aloud	Students will: T216-217 <ul style="list-style-type: none"> ○ Add features to the argumentative text anchor chart. ○ Listen as teacher reads aloud text. ○ Discuss the elements of the Read Aloud and understand it is argumentative text. Students will think about other texts that they have read in class or independently that were argumentative texts. ○ Restate in their own words the most important information from “Dams: Harnessing the Power of Water.” Students will then take turns with a partner to summarize key details.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 <ul style="list-style-type: none"> ○ Think about the Essential Question and the ways that human activities might affect the environment, and then set a purpose for reading. Students will preview the title and subheads, and write a prediction in the left column on page 58 about what they might learn. Students can list interesting words they learn and key details as they read. ○ Read Paragraphs 1–2, and answer the question, “What is the author’s point of view on the topic? How does the author support this point of view?” ○ Read Paragraphs 3–4 and answer the questions, “What question might you ask about the plan to control insects and other pests?” ○ Evaluate any impact the details have on the author’s point of view. ○ Answer the questions, “What inferences can you make about ways to successfully incorporate nonnative species? What are some of the different ways nonnative species benefit us?” ○ Read Page 59 Paragraph 4 and answer the questions, “What do you think the idiom just what the doctor ordered means? Students will then talk to their partner about which words in the paragraph let you know the meaning of the idiom. Answer the question, “Would you consider dogs and cats just what the doctor ordered? Why or why not?” ○ Read the first three paragraphs, and answer the question, “What word helps you understand how the author feels about nonnative species?” Students will identify details that support this claim. ○ Read the last sentence in paragraph 3. They will use context clues and the Greek root micro, meaning “small,” to define microbe. Then they will discuss how microbes could cause lung disorders. ○ Read Paragraph 4 and compare the author’s point of view with that of the author of “New Arrivals Welcome.” ○ Write a question and use text evidence to answer it. ○ Answer the questions, “How could asking a question help you understand the effect of invasive species on the environment? How does the Latin root clus, meaning “to shut,” help you define the word? Why might the author state a conclusion at this point in the article?” ○ Read the introduction above the chart and answer the questions, “What information does this paragraph provide? What is one question you could ask about this information?” Students will discuss where the nonnative species featured in the chart originally came from.

	<ul style="list-style-type: none"> ○ Answer the questions, “How do the headings across the top and down the left side help you understand the information in the chart? Which species do you think had more of an impact on people than on the environment? In what way is the chart helpful to the authors of both argumentative texts?” ○ Use their notes to write a summary of the topic and the opposing viewpoints in their writer’s notebook. Then discuss whether or not they were able to confirm the predictions they made on page 58. ○ Answer the questions, “What two nonnative species are mentioned in these paragraphs? What problem are both animals causing in local ecosystems? How does this damage affect the country? Is the author’s viewpoint about nonnative species positive or negative? What kinds of animals and plants are listed in the first column of the chart? Are these examples mentioned in either of the two argumentative texts? What view of nonnative species does the chart provide support for — positive, negative, or both? Why is the chart a helpful feature?”
Vocabulary Reading / Writing Companion	Students will: T222-223 <ul style="list-style-type: none"> ○ Listen as teacher introduces vocabulary words. ○ In pairs, use the meanings of the roots <i>nativus</i> and <i>avis</i> to determine the meanings of the words <i>nonnative</i> and <i>species</i> on page 59 and <i>avian</i> on page 60. Partners will see if the meanings they determine from the roots make sense in context. Students will use a print or digital resource to determine the origin of these words.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ With a partner, take turns telling about three related ideas about the environment. They will describe them as <i>good</i>, <i>better</i>, and <i>best</i>.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take a pre-test. See Practice Book page 294
Day 2	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.RI.CS.6, 5.RI.IKI.7 , 5.RI.IKI.8 , 5.FL.WC.4.b, 5.W.RBPK.8, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T224-231 <ul style="list-style-type: none"> ○ Add any additional points about the strategy to the Ask and Answer Questions anchor chart. ○ In pairs, answer a question about “A Growing Problem” on page 60. ○ Answer the questions, “<i>What are some invasive species in the United States? What is the author’s point of view on invasive species?</i>” Partners will take turns asking each other questions and rereading for answers. ○ Add to the argumentative text anchor chart. ○ In pairs, analyze information in the chart on page 61 and identify one species that has a mostly positive impact and one that has a mostly negative impact. Partners will discuss how each author could use facts in the chart to support his or her point of view. Then students will share and compare their findings with the class. ○ Read the online Differentiated Genre Passage, “What Is the Future of the Rain Forests?” ○ In pairs, identify important details in “New Arrivals Welcome” on page 59 and record them in their graphic organizers. Partners will use these details to determine the author’s point of view about nonnative species. ○ In pairs, work together to summarize the reasons and evidence the author of “New Arrivals Welcome” provides to support his or her point of view about nonnative species. Then partners will tell which article’s reasons and evidence they found more convincing and why. Students will then share their views in a class discussion. ○ Reread parts of “Should Plants and Animals from Other Places Live Here?” and analyze the techniques the authors used in writing each opinion within the text.

Respond to Reading Reading / Writing Companion	Students will: T232-233 <ul style="list-style-type: none"> ○ In pairs, using sentence starters on Reading/Writing Companion page 68, answer the question, “How does closely studying the way each author presents information help you determine which author did a better job of arguing a claim?”
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 <ul style="list-style-type: none"> ○ Work with a partner to create a blog report on a nonnative species and its negative and positive effects on the environment. Pairs will then discuss their research plan.
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ In partners, discuss three or more natural events that they would describe as <i>bad</i>, <i>worse</i>, and <i>worst</i>. Students volunteers will share their ideas.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.IKI.8 , 5.FL.WC.4.b, 5.RI.CS.5, 5.FL.WC.4.a, 5.FL.VA.7a.i,	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-D <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes as they read Author’s Point of View Graphic Organizer 145. ○ Answer the questions, “What claim does the author make? According to the author, why are honeybees disappearing? What are some possible causes of this problem? What additional effect could this problem have? According to the author of this article, what may cause CCD? They will add the information to their organizer. ○ Answer the questions, “What was the study unable to confirm? What will scientists continue to do anyway?” ○ Break down complex sentence structures in the article, such as the second and third sentences in paragraph two of “The Unusual Suspects.” ○ Answer the questions, “What happens when bees “get lost?” Why does this matter?” ○ Summarize the selection. ○ Reread to develop a deeper understanding by answering the questions on pages 70–71 of the Reading/Writing Companion. ○ Read the prompt aloud: Think about how each argumentative text is organized. Answer the questions, “Which author’s style is more convincing and why? What is the prompt asking you to do?” ○ In partners or small groups, refer to and discuss their completed charts and writing responses from those pages. Then students will look at the sentence starters on page 72 of the Reading/Writing Companion.
Grammar Minilessson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ In partners, imagine they are environmentalists. They will then describe their work using <i>many</i>, <i>more</i>, <i>most</i>, and <i>much</i>.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Orally complete each sentence stem. ○ In pairs, use root words to figure out the meaning of other unfamiliar words in the passage. They will confirm meanings in a print or online dictionary. See Practice Book page 300.

Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.1, 5.RI.IKI.8, 5.FL.WC.4.b, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.RI.CS.6, 5.W.TTP.1	
<p>Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text</p>	<p>Students will: T239A-B/T240-241</p> <ul style="list-style-type: none"> ○ Answer the question, "Why does the author begin the selection with a question?" ○ Reread pages 388–389 and answer the question, "How does the author's use of headings help you understand his or her point of view about pesticides?" ○ Read and reread "Busy, Beneficial Bees," and think about the Essential Question. ○ Answer the questions, "How do honeybees help agriculture? What is the author's point of view about honeybees? Which sentence on page 391 best states the author's point of view?" ○ Summarize the selection ○ Answer the questions, "How are these headings like the headings that appear in a text? What does the symbol after each number mean? How is this text different from the previous articles on honeybees? How do the photograph and diagram support this purpose?" ○ Connect the meaning of the pun to the author's message. Answer the questions, "What are two meanings of "feel the sting?" What does the pun help you understand about the value the author puts on honeybees?" ○ In pairs, discuss the meaning of the pun and why it is effective at showing the author's point of view and then share their work as a class. Students will enter their responses on Reading/Writing Companion page 75. They will use a print or online dictionary to find specific meanings of words in a pun.
<p>Writing Process: Expert Model & Plan Reading / Writing Companion</p>	<p>Students will: T242-247</p> <ul style="list-style-type: none"> ○ Prepare to write an opinion essay. ○ Recall other texts they have read in which the author presented an opinion they found convincing and discuss what made it persuasive. ○ Add features to the opinion essay anchor chart. ○ Analyze an argumentative text. ○ Reread "A Germ of an Idea" on page 387 in the Literature Anthology. ○ Answer the questions, "What is the topic? How does the author draw your interest?" What does the author think about the decline of honeybee populations? They will write their answer to the first question on page 78 of the Reading/Writing Companion. ○ Answer the questions, "<i>What kinds of evidence does the author use? Where does the author get the evidence?</i>" Students will write the rest of their answers on page 78. ○ In partners or small groups, brainstorm a list of endangered species, including species they have not covered in this genre study. ○ Choose one endangered species and write an opinion essay about it. ○ Record the species they choose on Reading/Writing Companion page 79. ○ Recall how the authors supported their opinions. ○ Answer the question, "<i>What is your opinion about the endangered species you chose?</i>" Students will plan their essay by completing online Graphic Organizer 139. They will write their opinion in the big circle in the middle. They will research supporting details and complete the organizer later. ○ Preview the rubric on page 85 to help them understand the components of an effective opinion essay. ○ Consult at least three sources of information to find support for their essays. ○ Look for relevant pieces of information and list them on Reading/Writing Companion page 80. ○ Cite their sources by recording the author's name, title, and other publication information in their notes.

Grammar Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Correct errors in the sentences. ○ Find a piece of their own writing in their writer’s notebook and check adjectives to use the correct comparative and superlative forms. ○ In partners, discuss how humans impact nature. They will tell how human interaction is both good and bad for the environment.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. Have students use a print or a digital dictionary to make corrections. ○ In partners, do a blind sort: one reads a Spelling Word Card; the other tells under which part of speech it belongs. Students will explain how they sorted the words. Then partners will use two sets of cards to play Concentration, matching words with the same part of speech.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.1.a , 5.W.TTP.1.b , 5.W.TTP.2.e, 5.W.PDW.6, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.FL.VA.7a.ii, 5.RI.IK1.7, 5.FL.F.5.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: <ul style="list-style-type: none"> ○ Answer the questions, “What information does the table on page 391 give? Why is the table included?” ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 73–74 of the Reading/Writing Companion.
Fluency Reading / Writing Companion	Students will: T257 <ul style="list-style-type: none"> ○ In partners, read the same passage to each other, mimicking your accuracy and rate. Then partners will read aloud “A Growing Problem” on Reading/Writing Companion page 60
Writing Process: Draft Reading / Writing Companion	Students will: T248-249 <ul style="list-style-type: none"> ○ Reread the paragraph from “What Is the Future of Rain Forests?” on page 81 of Reading/Writing Companion. Answer the questions, “<i>Why is this paragraph a strong conclusion to an opinion essay?</i>” ○ Reread and evaluate the final paragraph of <i>The Case of the Missing Bees</i> on page 389 in the Literature Anthology. ○ Consult online Graphic Organizer 139 and the research notes they completed during the Plan stages. ○ Begin their essay by introducing the topic in an interesting way and stating their opinion about it. ○ Use paragraphs to present relevant reasons, factual evidence, and other information to support the opinion. Finally, students will write a strong conclusion. Students either write their drafts legibly in print or cursive in their writer’s notebook or type accurately on-screen. ○ Partners will spot-check each other’s drafts for an opinion and supporting details as well as a purposeful structure, including an introduction, body, and strong conclusion.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Take a post-test. See Practice Book page 294.
Progress Monitoring	Students will: <ul style="list-style-type: none"> ○ Progress monitor.

Week 6

Week 6		
Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words
Text(s): Reading Digitally: "Is Anybody Out There?" Reader's Theater: <i>Jane Addams and Hull House</i>	Writing	Speaking and Listening
	Writing process: Complete an opinion essay Share writing and choose a portfolio piece Analytical writing: Write informational text Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, rate	Conduct and present research Examine results from online search Gather relevant information from digital sources Navigate links

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

5.FL.SC.6.e Use correlative conjunctions. [1 lesson]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [2 lessons]

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

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

5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs. [1 lesson]

5.RI.IK1.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [3 lessons]

5.RI.IK1.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. [2 lessons]

5.RI.IK1.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [1 lesson]

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [1 lesson]

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

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [1 lesson]

5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. [1 lesson]

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

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [2 lessons]

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [1 lesson]

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. [5 lessons]

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [1 lesson]

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [2 lessons]

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [2 lessons]

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [1 lesson]

5.W.TTP.1.f Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 5.RI.IK1.7, 5.W.RBPK.7, 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7a.ii, 5.RI.IK1.8, 5.FL.SC.6.e, 5.FL.SC.6.j, 5.W.PDW.5	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-299</p> <p>Reading Digitally:</p> <ul style="list-style-type: none"> ○ Take notes on the similarities and differences using Graphic Organizer 67. After each section, partners will paraphrase the main ideas, giving text evidence. Student will review idioms, such as “easier said than done” and “is in the cards.” ○ Access the interactive features. They will discuss what information these elements add to the text. ○ Write a summary of the article, stating how some planets are able to support life. Partners will discuss their summaries. ○ Reread parts of the article, paying attention to text structure and author’s craft. ○ Reread to help them answer this question: According to the author, is it likely that astronomers will find a planet where life might be possible? Students will skim the text and find facts and details that answer the question. Partners will share their findings and discuss whether they agree with the author’s point of view. ○ Compare what they learned about scientific viewpoints in this article with what they have learned about scientific viewpoints in other texts they have read in this unit. ○ Choose one of the discoveries and research it online. Students will record facts and details about how technology facilitated the discovery and how the discovery has affected scientific knowledge. ○ Brainstorm questions related to the article. Choose a question to research. ○ Keep a list of research sites to help them eliminate irrelevant ones. ○ In groups, present a round-table discussion on the topic of life on other planets. <p>Reader's Theater:</p> <ul style="list-style-type: none"> ○ Identify what information the narrator provides. ○ After reading each character part, partners will note the character’s traits. ○ Practice the play. ○ Interpret both the verbal and non-verbal messages they saw during the practice performance. ○ Use a video camera or an audio recorder to record the performance. ○ Answer the questions, “What did you like about the performance? What would you do differently next time? If you could perform the play again, would you add sound effects or music? At what points in the play might you include them?”
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T302-303</p> <ul style="list-style-type: none"> ○ After reading the passage, students will read each question twice and eliminate any obvious wrong answer choices. Students will remember that each answer they choose must be supported by text evidence.
<p>Writing Process: Revise Reading / Writing Companion</p>	<p>Students will: T310-311</p> <ul style="list-style-type: none"> ○ Review the example sentences from Reading/ Writing Companion page 82. ○ Review their drafts, focusing on sentence structure to ensure clarity and coherence. Students will use strong language, especially in their opinion statements and their conclusions.

Day 2	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.ii, 5.RL.KID.3, 5.SL.CC.1, 5.W.PDW.5, 5.RI.IK1.7 , 5.W.RBPK.7, 5.FL.F.5.a, 5.FL.F.5.b	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-299</p> <p>Reading Digitally:</p> <ul style="list-style-type: none"> ○ Take notes on the similarities and differences using Graphic Organizer 67. After each section, partners will paraphrase the main ideas, giving text evidence. Student will review idioms, such as “easier said than done” and “is in the cards.” ○ Access the interactive features. They will discuss what information these elements add to the text. ○ Write a summary of the article, stating how some planets are able to support life. Partners will discuss their summaries. ○ Reread parts of the article, paying attention to text structure and author’s craft. ○ Reread to help them answer this question: According to the author, is it likely that astronomers will find a planet where life might be possible? Students will skim the text and find facts and details that answer the question. Partners will share their findings and discuss whether they agree with the author’s point of view. ○ Compare what they learned about scientific viewpoints in this article with what they have learned about scientific viewpoints in other texts they have read in this unit. ○ Choose one of the discoveries and research it online. Students will record facts and details about how technology facilitated the discovery and how the discovery has affected scientific knowledge. ○ Brainstorm questions related to the article. Choose a question to research. ○ Keep a list of research sites to help them eliminate irrelevant ones. ○ In groups, present a round-table discussion on the topic of life on other planets. <p>Reader's Theater:</p> <ul style="list-style-type: none"> ○ Identify what information the narrator provides. ○ After reading each character part, partners will note the character’s traits. ○ Practice the play. ○ Interpret both the verbal and non-verbal messages they saw during the practice performance. ○ Use a video camera or an audio recorder to record the performance. ○ Answer the questions, “What did you like about the performance? What would you do differently next time? If you could perform the play again, would you add sound effects or music? At what points in the play might you include them?”
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T304-305</p> <ul style="list-style-type: none"> ○ Answer the questions about the historical fiction passage.
<p>Writing Process: Peer Review Reading / Writing Companion</p>	<p>Students will: T312-313</p> <ul style="list-style-type: none"> ○ In partners, review and give feedback on each other’s drafts. Partners will follow the routine and the agreed-upon rules. Students will reflect on partner feedback and write on page 83 about how they intend to use the feedback. ○ Review the revising checklist on Reading/Writing Companion page 83. Student will implement suggestions. Students will use the rubric on page 85 to help with revision. After students have completed their revisions, they will share how their partner’s feedback helped improve their essays.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.RL.KID.3 , 5.FL.SC.6.j, 5.W.TTP.1.f	
Extend Your Learning	<p>Students will: T306-307</p> <ul style="list-style-type: none"> ○ Review the characteristics of an expository text and an argumentative text. ○ Fill out the Venn diagram on Reading/Writing Companion page 92 ○ Answer the questions, “<i>What is the purpose of “When Is a Planet Not a Planet?” What is the purpose of The Case of the Missing Bees? How do both authors support the facts and opinions? How are these genres different?”</i> ○ Review how to find clues about the setting of a story. ○ Use the clues from the text and what they know about the story’s historical setting to make inferences about how the setting and plot of <i>Bud, Not Buddy</i> are related. Students will record their inferences on page 93 of their Reading/Writing Companion. ○ Explain how the story would be different if it had been set in the present day.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T314-315</p> <ul style="list-style-type: none"> ○ Explain how editing and proofreading are different. ○ Review the items in the editing checklist on Reading/Writing Companion page 84. ○ Record on page 84 two mistakes they found when using the editing checklist. Ask volunteers to share one mistake and tell how they corrected it. ○ Answer the question, “<i>How did the editing checklist help you find and fix your errors?”</i> ○ In pairs, edit and proofread their drafts, using the editing checklist to guide their process. They will work together to identify one type of error at a time. They will first check for capitalization of proper nouns and the first word in a sentence. Then they will review sentence structure, verb forms and tenses, and adjectives. Finally, they will correct any misspellings. They will use different colored ink to mark the drafts. When they have finished, they will reflect about how their partner helped them find and correct mistakes. Students will assess the editing process and determine strategies to revise the process as needed, and apply what they learned to future writing projects.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.ii, 5.RI.KID.2 , 5.RL.CS.5, 5.SL.PK1.4, 5.W.PDW.6, 5.FL.F.5.a, 5.FL.F.5.b	
Extend Your Learning	<p>Students will: T308-309</p> <ul style="list-style-type: none"> ○ In partners, read and discuss the activity in Reading/Writing Companion page 94. Reread <i>Bud, Not Buddy</i> on pages 367–368 in the Literature Anthology. ○ Find evidence about details included in the foreshadowing that were resolved later on. Groups will share their responses with the class. ○ In partners, research one of the programs created to help people survive this difficult time. They will choose a genre, such as a poster, speech, or multimodal presentation, that they feel best fits the topic, purpose, and audience, and then use the genre to structure a presentation. Students will reflect on what they learned and record their thoughts on page 94. ○ Read and discuss Reading/Writing Companion page 95. Partners or groups will use the information from the online article and the article’s interactive elements to determine the central idea and key details of the article.

<p>Writing Process: Publish, Present, and Evaluate Reading / Writing Companion</p>	<p>Students will: T316-317</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ In partners, focus on expressing their opinions in an engaging way. ○ In partners, answer the questions, “Does your partner agree or disagree with the score you assigned to your own essay? Were there parts of your essay that your partner did not understand? What final tips does your partner have for improving your writing?” ○ Discuss their answers in a respectful way. After collaborating, students will answer the questions on page 85. Then they will write a paragraph that tells how using a rubric and collaborating with a partner have helped them progress as writers.
<p>Day 5</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.W.PDW.6, 5.RI.IKI.9, 5.RL.KID.1, 5.RI.IKI.8, 5.SL.PKI.4, 5.SL.PKI.5, 5.W.PDW.6</p>	
<p>Writing Process: Publish, Present, and Evaluate Reading / Writing Companion</p>	<p>Students will: T316-317</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. ○ In partners, focus on expressing their opinions in an engaging way. ○ In partners, answer the questions, “Does your partner agree or disagree with the score you assigned to your own essay? Were there parts of your essay that your partner did not understand? What final tips does your partner have for improving your writing?” ○ Discuss their answers in a respectful way. After collaborating, students will answer the questions on page 85. Then they will write a paragraph that tells how using a rubric and collaborating with a partner have helped them progress as writers.
<p>Track Your Progress</p>	<p>Students will: T318</p> <ul style="list-style-type: none"> ○ In pairs, review Reading/Writing Companion page 96. ○ Jot down notes on each skill. Then they will review his or her unit work using the rubric scores. They will score each skill in the box provided. Noting the lowest score, they will reflect on their progress, writing an honest evaluation of the lowest scoring skill on the lines provided. ○ Explore and express personal connections to one of the texts they have read this unit. ○ In partners, switch papers to get corroboration and reflect on their self-assessments.
<p>Wrap Up the Unit</p>	<p>Students will: T319</p> <ul style="list-style-type: none"> ○ In groups, compare and contrast ideas that they have learned during the course of the unit in order to answer the Big Idea question. ○ Review their notes and organizers before they begin their discussions. Each group will pick one student to take notes. Each group will use an Accordion Foldable® to record their ideas. ○ Read their notes aloud. ○ Share any personal or emotional connections they felt to the texts they read and listened to over the course of the unit. ○ Continue building knowledge about the Big Idea. They will search online for articles and other resources related to the Big Idea. After each group has presented their ideas, students will answer the question, “How can change be a good thing?” They will discuss information from their charts to answer the question and use evidence to support their answers. ○ In groups, reflect on their collaboration and acknowledge the contributions of one another.
<p>Summative Assessment</p>	<p>Students will: T330-331</p> <ul style="list-style-type: none"> ○ Take Unit 5 assessment.

BCS Literacy Vision

Unit 6**Genre Study 1: Historical Fiction**

Essential Question: How do different groups contribute to a cause?

Text Sets:

Read Aloud: "Hope for the Troops"

Shared Read: "Shipped Out"

Anchor Text: *The Unbreakable Code* & "Allies in Action"

Genre Study 2: Expository Informational Text

Essential Question: How are living things adapted to their environment?

Text Sets:

Read Aloud: "Bacteria: They're Everywhere"

Shared Read: "Mysterious Oceans"

Anchor Text: *Survival at 40 Below* & "Why the Evergreen Trees Never Lose Their Leaves"

Culminating Task: Choose a historical period and write a story about characters from and events that take place during that period in history. Keep in mind the order of events or sequence. Use transition words that signal the sequence of events. You should also consider the plot elements: conflict, rising action, climax, falling action, and resolution.

Genre Study 3: Poetry

Essential Question: What can our connections to the world teach us?












Text Sets:

Read Aloud: "The Beat"

Shared Read: "To Travel!" & "Wild Blossoms"

Anchor Text: "You Are My Music" & "You and I" & "A Time to Talk"

Culminating Task: Write a lyric poem about a way you have helped your community. Maybe you volunteered to clean up the classroom, raised money, or helped younger kids with their homework. Include details about how you helped the community. Use sensory language to help describe the details in your story. Lyric poems do not have to rhyme, but many lyric poems do. Use both concrete and abstract words in your poem.

Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do different groups contribute to a cause?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Infer multiple themes <p>Summarize texts in ways that maintain meaning Analyze print and graphic features</p> <ul style="list-style-type: none">  Identify and use literary elements 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary bulletin contributions diversity enlisted. intercept operations recruits survival</p> <p>Vocabulary Strategy:  Determine the meanings of homophones</p> <p>Grammar:  Identify adverbs  Use adverbs that compare</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Hope for the Troops" Shared Read: "Shipped Out"</p> <p>Practice and Apply</p> <p>Anchor Text: "The Unbreakable Code" & "Allies in Action"</p> <p>Leveled Readers A: Mrs. Glesma's Records O: Norberto's Hat ELL: Norberto's Hat B: The Victory Garden</p> <p>Optional Classroom Library Trade Books Number the Stars Sylvia & Aki</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process:  Plan and draft a historical fiction story</p> <p>Analytical writing:  Write responses that demonstrate understanding</p>	<p>Engage in collaborative discussions Paraphrase portions of "Hope for the Troops" Present information about World War II</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with Greek and Latin roots</p> <p>Spelling Words: Week 1 astronaut telephone automobile telescope mechanical myth television phonics astronomer photograph photography mythical homophone mechanic telegram telephoto autograph automatic disaster telegraph Week 2 subtraction transportation missile portable intermission committee respect transport tractor spectator attraction export inspector distract spectacle inspect mission import dismiss suspect</p> <p>Fluency: Read fluently with expression, phrasing, and intonation</p>	<ul style="list-style-type: none">  Identify and gather relevant information  Create a cause/effect chart about the causes of World War II

Weekly Standards

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [12 lessons]

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [4 lessons]

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

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. [2 lessons]

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [8 lessons]

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

5.FL.WC.4.b Write legibly in manuscript and cursive. [2 lessons]

5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. [2 lessons]

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [1 lesson]

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [8 lessons]

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [1 lesson]

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. [1 lesson]

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. [1 lesson]

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [7 lessons]

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [21 lessons]

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [1 lesson]

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. [1 lesson]

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [1 lesson]

5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats. [3 lessons]

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [1 lesson]

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [1 lesson]

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. [3 lessons]

Day 1	Instructional Plan
Student Learning Targets: 5.SL.CC.1, 5.SL.CC.2, 5.RL.KID.2 , 5.RI.CS.4, 5.FL.WC.4.a, 5.FL.VA.7a.ii	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Read Student Learning Goals for this genre study. ○ Understand that they will be reading historical fiction texts that show how different groups contribute to a cause. ○ Read the Essential Question: How do different groups contribute to a cause? ○ Discuss the photograph of the women working in the factory. ○ Discuss these questions with a partner, “What contributions have you made to a cause? When working together, why is there strength in diversity? Have students discuss in pairs.
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Listen as teacher reads text aloud. ○ Start an historical fiction anchor chart and ask students to add characteristics of the genre. ○ Restate the main ideas of “Hope for the Troops” in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 <ul style="list-style-type: none"> ○ Think about the Essential Question and what they know about contributing to causes ○ Use the left column on page 100 to write a prediction about the narrator after they preview the text and genre characteristics. Students should also list in the column any interesting words and key details they discover as they read. ○ Answer the question, “What information supports the idea that different people can contribute to a cause?” ○ Discuss why Libby’s mother might have to work double shifts during the war. ○ Discuss the work Libby does by using key details from the text. ○ Draw conclusions about why Aunt Lucia wouldn’t be able to complete all of the work on her own. ○ Answer the question, “Aside from helping her aunt, why else does Libby have to work at the bakery?” ○ Read the first three paragraphs, and answer the questions, “When did the events that happen before the main action of the story take place? What text evidence supports your response about when the flashback occurred?” ○ Read the third paragraph. Ask: How did Libby act after her Dad told her he was going to join the navy? How does Libby feel now, looking back on how she reacted? What can you infer about how Libby’s attitude has changed?” ○ Read the last paragraph. Ask: Why do you think Libby makes the cupcakes look like flags? How does this show a change in Libby’s feelings?” ○ Read the last paragraph. Ask: How was Libby feeling in the morning? What happens next?” ○ Pairs write a summary of events in their writer’s notebooks. Remind them also to include details about the plot elements. ○ Choral read the third paragraph. What does Libby’s dad want Libby to do? Reread the second sentence of the third paragraph. When a boat moves in a straight line it sails straight. What do you think it means for a person to sail straight?” ○ What key story details are given in this flashback? Which words on this page tell you that the action has returned to the main story? Which words on page 103 indicate that the dialogue between Libby and her dad takes place at an earlier time?”
Vocabulary Reading / Writing Companion	Students will: T28-29 <ul style="list-style-type: none"> ○ Listen as teacher reads each vocabulary word. ○ Pairs work to distinguish the meanings of <i>need</i> and <i>knead</i> on page 101 and <i>read</i> and <i>red</i> on page 102. Have pairs reread the text and use context clues in the same sentence and in the surrounding sentences to help them figure out the meaning of each word.

Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Partners to write a paragraph about two groups in their school that have worked together to accomplish something. Have them use each kind of adverb discussed in the lesson.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Take a pre-test. See Practice Book page 306
Day 2	Instructional Plan
Student Learning Target: 5.RL.KID.1, 5.SL.CC.2, 5.FL.WC.4.b, 5.W.RBPK.7, 5.W.RBPK.8, 5.RL.KID.2	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T30-37 <ul style="list-style-type: none"> ○ Add any additional points about the strategy to the summarize anchor chart. ○ In pairs, summarize the events on page 102. Students will focus on what Libby's parents are reading about, the decision her father makes as a result, and how Libby feels about this. ○ Add to the historical fiction anchor chart. ○ In partners, find another example of flashback on page 103 and explain how it differs from the flashback on page 102. Students will explain why an author might use flashbacks in a work of historical fiction. ○ Read the online Differentiated Genre Passage, "Books for Victory." ○ Add to the theme anchor chart. ○ Work in pairs to complete the graphic organizer with details about what Libby does and says and what happens to her during the story. They will discuss what Libby learns from Aunt Lucia about contributing to the war effort. They will use the organizer to determine the story's overall theme. ○ In partners, work together to summarize how Libby changes as a result of living and working with Aunt Lucia. Pairs of students will share their summaries. ○ Reread parts of "Shipped Out" and analyze the techniques the author used in writing the selection. ○ Answer the questions, <i>"What phrases does the narrator use to describe her feelings in the first paragraph? How do these words help you understand how she is feeling? What information does this flashback provide Why is this information important? Why did the author include the flashback in this story? How does the author help you understand why Libby feels that her cupcakes have helped her do "something right"? What message does the author give readers through Libby's actions?"</i>
Respond to Reading Reading / Writing Companion	Students will: T38-39 <ul style="list-style-type: none"> ○ In pairs, use the sentence starters on Reading/Writing Companion page 110 to answer the question, <i>"How does examining Libby's thoughts and reactions help you to understand the impact World War II had on children as well as adults?"</i>
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 <ul style="list-style-type: none"> ○ Group use a Cause/ Effect Chart to record information. ○ In groups, work to create a chart that shows causes and effects of World War II. They will be working on the project over the next two weeks. Groups will discuss their plans for how they will conduct research, gather materials, and put the chart together.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Review list of adverbs and adjectives from teacher.

- In pairs, create as many adverb-modifying-adverb and adverb-modifying-adjective combinations as possible. Pairs will share with the class.

Day 3	Instructional Plan
Student Learning Target: 5.FL.VA.7a.i, 5.RL.KID.1, 5.RL.KID.2 , 5.W.RBPK.9, 5.FL.WC.4.a, 5.FL.VA.7a.ii	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T43A-O</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes as they read ○ Fill in the Theme Graphic Organizer 102. ○ Record the characters' words and actions and to help them determine the theme. They will note words they don't understand and questions they have. ○ Add all Build Vocabulary words to their writer's notebook. ○ Answer the questions, "What elements of historical fiction do you notice on page 433? What does Grandfather do when he is forbidden to speak Navajo at the government boarding school? What happens as a result?" ○ In partners, discuss the main action of the story. ○ Answer the question, "Why does Grandfather leave the boarding school?" ○ Generate their own question about the text to monitor their comprehension. Then they will share with a partner. ○ Answer the question, "Why does Grandfather leave the boarding school?" ○ Generate their own question about the text to monitor your comprehension. Then they will share it with a partner. ○ Answer the question, "On page 436, John's grandfather is brought to San Diego with other Navajo recruits. What happens to him there? They will then add these details to their organizer. ○ Answer the question, "What can you infer about the mission, based on the way the Navajo coders are treated?" "How do the Navajo soldiers create a code?" ○ Answer the questions, "Why do you think the Navajo men named the aircraft after birds? Why do you think the observation plane was given the code name of hawk?" Then they will talk to a partner about why they think crow is a good or bad code name for a patrol plane. ○ Answer the questions, "Why did the American military need a code? What have the Japanese been able to do to this point in the war? How is the Navajo code different?" ○ Paraphrase how the Navajos are tested and then summarize with a partner. ○ Answer the questions, "What does John's grandfather think about before they invade? What happens to John's grandfather during the invasion? Add these details to your organizer. ○ Reread page 440 and with a partner summarize what happens when Grandfather meets another American soldier. ○ Answer the question, "How do you think the government felt about the Navajo language after the battle of Iwo Jima?" They will use text evidence to support their understanding. ○ Answer the questions, "According to Grandfather, what kept him alive as he continued to fight in the war? What might Grandfather's belief tell you about the theme?" They will add the details and theme to their organizer. ○ Answer the question, "Why do you think Grandfather says he will never leave again?" They will use text evidence to support their understanding. ○ Answer the question, "How does Grandfather's story affect John?" ○ Correct or confirm their predictions and review their purposes for reading. They will use text evidence to answer the Essential Question.

	<ul style="list-style-type: none"> ○ Answer the questions, “What is special about Grandfather’s wallet? How do you know this story is based on historical perspective instead of being a myth? Why is it significant that Grandfather orally tells his story to John? Why is the historical perspective of the Navajo important to this story?” ○ Read the biographies of the author and illustrator.
Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Write a paragraph about a cause that is important to him or her and then exchange the paragraph with a partner. Students then add adverbs to their partner’s paragraph. Have volunteers share their paragraphs.
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Orally complete each sentence stem. ○ In partners, ask and answer questions for each word. See Practice Book page 312.
Day 4	Instructional Plan
Student Learning Target: 5.FL.VA.7a.i, 5.RL.KID.1, 5.RL.KID.2 , 5.W.RBPK.9, 5.FL.WC.4.a, 5.FL.VA.7a.ii	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-P <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Take notes as they read ○ Fill in the Theme Graphic Organizer 102. ○ Record the characters’ words and actions and to help them determine the theme. They will note words they don’t understand and questions they have. ○ Add all Build Vocabulary words to their writer’s notebook. ○ Answer the questions, “What elements of historical fiction do you notice on page 433? What does Grandfather do when he is forbidden to speak Navajo at the government boarding school? What happens as a result?” ○ In partners, discuss the main action of the story. ○ Answer the question, “Why does Grandfather leave the boarding school?” ○ Generate their own question about the text to monitor their comprehension. Then they will share with a partner. ○ Answer the question, “Why does Grandfather leave the boarding school?” ○ Generate their own question about the text to monitor your comprehension. Then they will share it with a partner. ○ Answer the question, “On page 436, John’s grandfather is brought to San Diego with other Navajo recruits. What happens to him there? They will then add these details to their organizer. ○ Answer the question, “What can you infer about the mission, based on the way the Navajo coders are treated?” “How do the Navajo soldiers create a code?” ○ Answer the questions, “Why do you think the Navajo men named the aircraft after birds? Why do you think the observation plane was given the code name of hawk?” Then they will talk to a partner about why they think crow is a good or bad code name for a patrol plane. ○ Answer the questions, “Why did the American military need a code? What have the Japanese been able to do to this point in the war? How is the Navajo code different?” ○ Paraphrase how the Navajos are tested and then summarize with a partner. ○ Answer the questions, “What does John’s grandfather think about before they invade? What happens to John’s grandfather during the invasion? Add these details to your organizer. ○ Reread page 440 and with a partner summarize what happens when Grandfather meets another American soldier.

	<ul style="list-style-type: none"> ○ Answer the question, “How do you think the government felt about the Navajo language after the battle of Iwo Jima?” They will use text evidence to support their understanding. ○ Answer the questions, “According to Grandfather, what kept him alive as he continued to fight in the war? What might Grandfather’s belief tell you about the theme?” They will add the details and theme to their organizer. ○ Answer the question, “Why do you think Grandfather says he will never leave again?” They will use text evidence to support their understanding. ○ Answer the question, “How does Grandfather’s story affect John?” ○ Correct or confirm their predictions and review their purposes for reading. They will use text evidence to answer the Essential Question. ○ Answer the questions, “What is special about Grandfather’s wallet? How do you know this story is based on historical perspective instead of being a myth? Why is it significant that Grandfather orally tells his story to John? Why is the historical perspective of the Navajo important to this story?” ○ Read the biographies of the author and illustrator. ○ Summarize the selection. ○ Reread to develop a deeper understanding of the text and answer the questions on Reading/Writing Companion pages 112-114. ○ Use their responses from the Reading/Writing Companion to support their answers.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Find a piece of their own writing in their writer’s notebook and correct any errors in capitalization, abbreviations, and adverbs (conjunctive and relative). See Practice Book page 304. ○ In teams, read aloud sentences with adverbs, including some examples from the lesson. Team members will identify the adverb and whether the adverb modifies a verb, an adjective, or an adverb.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word.
Day 5	Instructional Plan
Student Learning Target: 5.FL.VA.7a.i, 5.RL.KID.1, 5.RL.KID.2 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.FL.WC.4.a, 5.FL.VA.7a.ii	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-O <ul style="list-style-type: none"> ○ Reread pages 432–433 and answer the question, “Why does Grandfather speak to John in Navajo?” ○ Reread the second paragraph on page 434 and answer the questions, “To what does Grandfather compare himself? What does the comparison tell you about Grandfather’s feelings? Why was it important that Grandfather’s mission was a secret? What does Grandfather’s remark about “dreaming in code” show?” ○ Reread the last three paragraphs on page 439 and answer the questions, “How does the description of the setting set the mood? How does the mood add to the reader’s understanding of the characters and events?” ○ Reread pages 442–443 and answer the questions, “What does Grandfather repeat to John about the code on page 442? Why is this significant? How does John’s reaction to his Grandfather’s words show how John has changed?” ○ Find an example of a simile on page 439. ○ In partners, discuss how the illustrations improve the reader’s understanding.
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 <ul style="list-style-type: none"> ○ List the features of historical fiction on an anchor chart. ○ Notice words and phrases the writer uses to show the sequence of events, and write their answers on page 122 of Reading/Writing Companion. ○ Write the rest of their answers on page 122.

Spelling Practice Book	Students will: T63 <ul style="list-style-type: none">○ Take a post-test. See Practice Book page 306.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none">○ Take a grammar assessment. See Daily Language Activity and Practice Book page 305○ In partners, choose a story they have read in class and identify adverbs used in the text. Partners will record the adverbs they find. Pairs will share and create a cumulative list to display in class.

Weekly Standards

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

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[6 lessons]**

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

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

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[6 lessons]**

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

5.FL.WC.4.b Write legibly in manuscript and cursive. **[4 lessons]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[1 lesson]**

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

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

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[1 lesson]**

5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. **[1 lesson]**

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

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[13 lessons]**

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. **[2 lessons]**

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[5 lessons]**

5.W.TTP.3.a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RL.KID.2, 5.W.RBPK.9, 5.FL.WC.4.b, 5.FL.WC.4.a, 5.FL.VA.7a.i, 5.RL.IK1.7	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T43A-O</p> <ul style="list-style-type: none"> ○ Reread pages 432–433 and answer the question, “Why does Grandfather speak to John in Navajo?” ○ Reread the second paragraph on page 434 and answer the questions, “To what does Grandfather compare himself? What does the comparison tell you about Grandfather’s feelings? Why was it important that Grandfather’s mission was a secret? What does Grandfather’s remark about “dreaming in code” show?” ○ Reread the last three paragraphs on page 439 and answer the questions, “How does the description of the setting set the mood? How does the mood add to the reader’s understanding of the characters and events?” ○ Reread pages 442–443 and answer the questions, “What does Grandfather repeat to John about the code on page 442? Why is this significant? How does John’s reaction to his Grandfather’s words show how John has changed?” ○ Find an example of a simile on page 439. ○ In partners, discuss how the illustrations improve the reader’s understanding.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T44-45</p> <ul style="list-style-type: none"> ○ Review pages 112–114 of the Reading/Writing Companion. Partners or small groups will discuss their completed charts and writing responses from those pages. ○ Explain the author’s purpose for including Grandfather’s story as well as John’s reaction to the stories. They will conclude by explaining the effect the stories have on John and on what he decides to do at the end.
<p>Writing Process: Plan Reading / Writing Companion</p>	<p>Students will: T52-53</p> <ul style="list-style-type: none"> ○ In partners, brainstorm a list of different periods of history before capturing their ideas in idea webs. For each idea web, partners will identify the characters who might have lived during that time, as well as conflicts the characters may have had to resolve. ○ Choose a time period from their mapping activity and write a short historical fiction story about characters from and events that take place during that period in history. Students will record what they will write about on page 123. ○ Complete the Purpose and Audience sentence starters on page 123. ○ Plan the sequence of events. ○ Use Graphic Organizer 88 to plan their writing by filling in the first event box. ○ Preview the rubric on page 129 to help them understand what is expected of them for this assignment.
<p>Grammar Practice Book</p>	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ In pairs, list ten actions. Then pairs will use adverbs to make comparisons using the actions in their list. One partner will record the comparisons; the other reads them to the class.
<p>Spelling Practice Book</p>	<p>Students will: T64</p> <ul style="list-style-type: none"> ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Then they will read the words aloud with partners. Partners will do an open sort and record their sorts in their writer’s notebook.

Day 7	Instructional Plan
Student Learning Targets: 5.FL.WC.4.b, 5.RL.KID.3, 5.FL.WC.4.a, 5.FL.VA.7a.ii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-D <ul style="list-style-type: none"> ○ Read and reread “Allies in Action,” take notes and think about the Essential Question: <i>How do different groups contribute to a cause?</i> Students will think about how this text compares with what they learned about in <i>The Unbreakable Code</i>. They will discuss how these texts are similar and different. ○ Answer the question, “What caused the United States to join forces with the Allies? What did they do to help?” They will paraphrase their answer with a partner. ○ Answer the question, “What role did the Tuskegee Airmen play in World War II? They will paraphrase what they did with a partner. ○ Answer the question, “Why did Philip Johnston think the Navajo could help during the war?”
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Circle the transition words and phrases in the paragraph on Reading/Writing Companion page 124. ○ On Graphic Organizer 88, continue to plan their writing by completing the second, third, and fourth event boxes. ○ In partners, evaluate each other’s sequence by asking: <i>Is the order of events logical? Do the events in the story make sense?</i>
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Write <i>-ly</i> adverbs that could modify the verb. Then students will write sentences using the <i>-ly</i> adverbs to compare two or more actions. Volunteers will share their sentences.
Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Write the denotation and connotation of the word in their writer’s notebook. See Practice Book page 323.
Day 8	Instructional Plan
Student Learning Targets: 5.RI.KID.3, 5.FL.PWR.3.a, 5.FL.F.5.b, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.W.TTP.3.a, 5.FL.WC.4.a, 5.FL.VA.7a.ii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-D <ul style="list-style-type: none"> ○ Look at the map on page 447 and answer the question, “What does it suggest about the challenge the United States faced in World War II?” ○ Reread page 447 and answer the question, “Which groups helped the war effort? Why did the United States need the contributions of different groups?” ○ Look at the photographs and captions on pages 448–449 and answer the question, “How does this information support the text?” ○ Develop a deeper understanding of the text by annotating and answering questions on pages 116–118 of the Reading/ Writing Companion.
Phonics Practice Book	Students will: <ul style="list-style-type: none"> ○ Repeat words after teacher.

	<ul style="list-style-type: none"> ○ Identify the long vowel sound in each word and underline the letter or letters that spell the sound. Then students will read the words chorally. Then students will sort the words by long vowel sound. ○ Read the one-syllable words. ○ Read the word pairs chorally.
Author's Craft Reading / Writing Companion	<p>Students will: T46-47</p> <ul style="list-style-type: none"> ○ Look at the photograph and caption at the bottom of Literature Anthology pages 448–449 and compare and contrast this photograph with the one at the top of page 448. Answer the question, “<i>Why did the author include this photograph?</i>” ○ In partners, review the caption and discuss how it supports both the photograph and the accompanying text. Students will enter their responses on Reading/Writing Companion page 119.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Reread the first paragraph from “Shipped Out” on page 101 of the Reading/Writing Companion. Volunteers will identify the character and setting. ○ In pairs, identify the elements of plot in each other’s drafts. They will discuss the main character and the conflict that must be resolved. They will identify the sequence of events that make up the rising action, climax, falling action, and resolution.
Grammar Practice Book	<p>Students will: T61</p> <ul style="list-style-type: none"> ○ Compare two or more actions using the <i>-ly</i> adverbs. In pairs, write sentences with the comparisons.
Expand Vocabulary Practice Book	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Write the meaning of the homophones in their writer’s notebook. ○ In partners, confirm meanings in a print or online dictionary. See Practice Book page 324.
Day 9	Instructional Plan
Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.RL.IKI.7, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RL.KID.3 , 5.W.TTP.3.a, 5.FL.WC.4.a, 5.FL.VA.7a.ii, 5.FL.VA.7b.iii	
Fluency Practice Book	<p>Students will: T49</p> <ul style="list-style-type: none"> ○ Echo read as teacher reads aloud pages 216–217, pausing at the commas and end punctuation. ○ In groups, work together to practice reading with good phrasing. Each group will choose a paragraph to read. Half the group will read the sentence and the other half of the group will echo read. Then students will change roles within the group.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T56-57</p> <ul style="list-style-type: none"> ○ Reread the first paragraph from “Shipped Out” on page 101 of the Reading/Writing Companion. Volunteers will identify the character and setting. ○ In pairs, identify the elements of plot in each other’s drafts. They will discuss the main character and the conflict that must be resolved. They will identify the sequence of events that make up the rising action, climax, falling action, and resolution.
Make Connections Reading / Writing Companion	<p>Students will: T68</p> <ul style="list-style-type: none"> ○ In small groups, complete the activities on Reading/Writing Companion page 120 and discuss how the poster, the blast, and the selections they have just read relate to the message that different groups can contribute to a common cause. Groups will use the Four-Door Foldable® to take notes. ○ Refer to their notes on the Four-Door Foldable® as they respond to the writing prompt at the bottom of the page. Groups will share and discuss their responses.

Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Find a piece of their own writing in their writer's notebook and correct any errors of adverbs that compare. See Practice Book page 316. ○ In partners, use each adverb to compare two actions and the other partner use the adverb to compare more than two actions.
Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RL.KID.3, 5.W.TTP.3.a, 5.FL.WC.4.a, 5.FL.VA.7a.ii, 5.RL.KID.2	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Reread the first paragraph from "Shipped Out" on page 101 of the Reading/Writing Companion. Volunteers will identify the character and setting. ○ In pairs, identify the elements of plot in each other's drafts. They will discuss the main character and the conflict that must be resolved. They will identify the sequence of events that make up the rising action, climax, falling action, and resolution.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Take a post-test. See Practice Book page 318.
Research and Inquiry Reading / Writing Companion	Students will: T69 <ul style="list-style-type: none"> ○ Discuss each item on the Presenting Checklist in the Reading/Writing Companion page 121. Groups will rehearse the presentation of their charts. ○ Write down any questions that they have during the presentation. ○ Summarize the causes of World War II. Students will use the sentence starters on the bottom of Reading/Writing Companion page 121 to focus the discussion.
Progress Monitoring	Students will: T104-105 <ul style="list-style-type: none"> ○ Progress monitor.

Weeks 3-4		
Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How are living things adapted to their environment?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Analyze text structure: cause and effect <p>Ask and answer questions Understand the use of first-and third person point of view</p> <ul style="list-style-type: none"> ✓ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary adaptation agile cache dormant forage frigid hibernate insulates</p> <p>Vocabulary Strategy: ✓ Use context clues to determine meaning</p> <p>Grammar: ✓ Use negatives. Combine sentences</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Bacteria: They're Everywhere"</p> <p style="padding-left: 20px;">Shared Read: "Mysterious Oceans"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): "Survival at 40 Below" & "Why the Evergreen Trees Never Lose Their Leaves"</p> <p>Leveled Readers A: "Cave Creatures" O: "Cave Creatures" ELL: "Cave Creatures" B: "Cave Creatures"</p> <p>Optional Classroom Library Trade Books <i>What is Hibernation?</i> <i>Penguins</i></p>	<p>Writing</p> <p>Writing process: Revise and edit a historical fiction story</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase "Bacteria: They're Everywhere" Present information about animal adaptation</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words from mythology Decode words with number prefixes uni-, bi-, tri-, cent-</p> <p>Spelling Words: Week 3 clothes January cereal strength lunar atlas ocean salute fury echo cycle cyclone gigantic Olympics territory terrace parasol fortune furious gracious</p> <p>Week 4 tripod triplet unicorn unison biweekly triple bicycle tricycle unicycle triangle bisect trio unify centipede centimeter century binoculars universe university</p> <p>Fluency: Read fluently with accuracy, rate, expression, and phrasing</p>	<p>Do photo research Create a multimedia slideshow about animal adaptations</p>

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [7 lessons]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [1 lesson]

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. [17 lessons]

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

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

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [9 lessons]

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

5.FL.WC.4.b Write legibly in manuscript and cursive. [1 lesson]

5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. [4 lessons]

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [2 lessons]

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [2 lessons]

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [4 lessons]

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

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text. [1 lesson]

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. [23 lessons]

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [1 lesson]

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [9 lessons]

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

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [1 lesson]

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. [3 lessons]

Day 1	Instructional Plan
Student Learning Targets: 5.SL.CC.2, 5.RL.KID.2, 5.RL.KID.3, 5.FL.VA.7a.i, 5.FL.VA.7a.iii, 5.FL.VA.7b.ii, 5.FL.SC.6.i, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-119 <ul style="list-style-type: none"> ○ Discuss the essential question: How are living things adapted to their environment? ○ Review student learning goals. ○ Discuss the photograph of the thorny devil. Focus on the traits it has developed to live in its environment. ○ Answer the questions: What adaptations protect the thorny devils from predators? How do these adaptations help them survive? ○ Engage in collaborative conversations with peers in group discussions. ○ Complete the blast assignment “Blending In”.
Listening Comprehension Interactive Read Aloud	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss the features of expository text. ○ Create an anchor chart that includes the features of expository text. ○ Preview the comprehension strategy, “Ask and Answer Questions”. ○ Summarize by paraphrasing the text “Bacteria: They’re Everywhere”.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 <ul style="list-style-type: none"> ○ Connect to the essential question by discussing the ways in which the photo and caption depict living things adapting to their environment. ○ Set a purpose for reading. ○ List interesting words and key details from the text. ○ Revise predictions made after reading the first three paragraphs of Mysterious Oceans. ○ Predict how the ocean environment might affect what scientists know about the undersea world. ○ Answer questions about text features: Why do you think the author used a map to give more information about the Mariana Trench? How can you use the map to draw a conclusion about the size of the trench? What sea creature lives in the deep ocean? Why is it able to survive in the harsh environment of the ocean floor? ○ Determine the meaning of unknown words using context clues. ○ Complete a Quick Write by writing a summary in their writer’s notebook.
Vocabulary Reading / Writing Companion	Students will: T126-127 <ul style="list-style-type: none"> ○ Determine the meaning of unfamiliar or multiple-meaning words by looking for context clues in the paragraph. ○ Use context clues to determine the meaning of the word <i>cylinder</i>, <i>sparse</i>, and <i>aggressive</i>. ○ Circle clues and discuss how the clues help them determine meanings.
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Introduce negatives. See page 325 in the practice book. ○ Learn about rules to use when using negatives in sentences. ○ Identify negative words and positive words.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the pretest to assess prior knowledge.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.KID.1, 5.RI.CS.4, 5.RI.IKI.7 , 5.FL.WC.4.b, 5.RI.CS.5, 5.RI.IKI.9, 5.W.PDW.6,	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T128-135 <ul style="list-style-type: none"> ○ Monitor their understanding of a complex text by asking and answering questions. ○ Add points about the answer and ask strategy to anchor chart. ○ Work with a partner to identify details and evidence in the first two paragraphs of “Deep Diving”.
Respond to Reading Reading / Writing Companion	Students will: T136-137 <ul style="list-style-type: none"> ○ Analyze the prompt to understand how sea creatures have adapted to life in the deep ocean. ○ Analyze text evidence to find descriptive details in both text and photos to help them visualize the undersea environment. ○ Use phrases in the sentence starters to form responses that state the main idea and details from the text.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-141 <ul style="list-style-type: none"> ○ Discuss the use of photos or images in research reports and presentations. ○ Create an Accordion Foldable to record information from images in the text. ○ Create a multimodal slideshow using a software program.
Grammar Practice Book	Students will: T156 <ul style="list-style-type: none"> ○ Review negatives. ○ Introduce negative contractions. ○ Discuss examples of negatives and positives and how negatives should be used in a sentence.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.RI.KID.1, 5.RI.KID.3, 5.W.RBPK.9, 5.FL.VA.7b.iii, 5.RI.IKI.7	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-Q <ul style="list-style-type: none"> ○ Read about how animals survive in the harsh Arctic climate. ○ Predict how the selection will help them answer the Essential Question. ○ Use online Cause and Effect Graphic Organizer to take notes. ○ Use the map on page 451, to answer these questions: What cities do you see on the map? What parks do you see on the map? ○ Add the Build Vocabulary words to their writer’s notebook.
Grammar Minilesson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Learn the proper use of negatives and avoid double negatives. ○ Correct sentences with two negatives by changing one negative to a positive word. ○ Work with a partner to write 5 sentences using double negatives, then trade and correct them.
Expand Vocabulary	Students will: T165 <ul style="list-style-type: none"> ○ Orally complete each sentence stem to review words.

Practice Book	<ul style="list-style-type: none"> ○ Complete practice book page 336.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.WC.4.a	
<p>Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text</p>	<p>Students will: T141A-R</p> <ul style="list-style-type: none"> ○ Predict how the story will help them answer the Essential Question. ○ Read about how animals survive in the harsh Arctic climate. ○ Add the Build Vocabulary words to their writer's notebook. ○ Use the "Cause and Effect" Graphic Organizer 86. Fill out details or notes in the graphic organizer. ○ Review strategies for finding the meanings of unfamiliar words using context clues, word parts, or a dictionary. ○ Understand how animals survive Arctic winters by observing cause-and-effect relationships. ○ Use the details from their Cause and Effect chart to summarize. ○ Reread to develop a deeper understanding of the text and answer the questions on Reading/Writing Companion pp. 144-146. ○ Answer the essential question, cite text evidence, and think of an example from their own lives.
<p>Grammar Practice Book</p>	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Complete a proofreading activity. ○ Find a piece of their own writing in their writer's notebook and correct any errors using negatives. See Practice Book page 328. ○ Volunteer to perform an action and other peers will describe the action and then use a negative to describe an opposite action.
<p>Spelling Practice Book</p>	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ Use sentences written on the board, circle and correct each misspelled word. ○ Use a print or a digital dictionary to check and correct their spellings. ○ In partners do a blind sort: one reads a Spelling Word Card; the other names its connection to Greek or Roman mythology. Then have partners use one set of word cards to play Concentration. Match words with a Greek or Roman association.
Day 5	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.SC.6.j, 5.W.PDW.5, 5.FL.WC.4.a,	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will: T141A-Q</p> <ul style="list-style-type: none"> ○ Reread page 453. Use text evidence to answer how the author feels about the frog's adaptations to the cold? ○ Reread page 455. Answer questions: <i>Why is the squirrel taking notice of the grizzly bear important to the text? How does this relationship affect the reader's understanding of the Arctic winter?</i> ○ Reread the first paragraph on page 457. Answer the questions: <i>What does the author compare the Arctic Fox to? Why does the author make this comparison?</i> ○ Look at the illustrations on pages 458-459. Determine how the author uses the illustration to help the reader understand that Winter is still and dark. ○ Reread the first paragraph on page 463. Answer <i>What picture is the author painting with her words?</i> ○ Reread pages 452-453. Find examples of sensory language. ○ Review Jon Van Zyle's illustrations and discuss <i>How the illustrations help readers understand the text.</i>

<p>Writing Process: Revise Reading / Writing Companion</p>	<p>Students will: T148-149</p> <ul style="list-style-type: none"> ○ Before revising their paragraph on Reading/Writing Companion, page 126, observe a list of transition words and phrases that indicate sequence, (<i>as, before, finally, for, first, later, when</i>). ○ Understand the meaning and usage of different transitions. ○ Read aloud the fourth, fifth and sixth paragraphs on page 441 in the Literature Anthology for an example of a narrative text that uses transitions effectively. ○ Read aloud their revisions and discuss revisions that use different transitions. ○ Check their drafts for a logical sequence of events and the use of transition words and signal words to indicate sequence. ○ Use signal words and transitions they learned during the Plan phase. ○ Brainstorm transition words and phrases that indicate sequence.
<p>Spelling Practice Book</p>	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ See Practice Book page 330 for a posttest.
<p>Grammar Practice Book</p>	<p>Students will: T157</p> <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 329 for assessment. ○ With a partner, use a story from this genre study's readings. Identify negatives in the readings.

Weekly Standards

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

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.e Use correlative conjunctions. **[10 lessons]**

5.FL.SC.6.f Use punctuation to separate items in a series. **[10 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. **[17 lessons]**

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

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

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[5 lessons]**

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

5.FL.WC.4.b Write legibly in manuscript and cursive. **[1 lesson]**

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. **[1 lesson]**

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **[1 lesson]**

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

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

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. **[12 lessons]**

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[1 lesson]**

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[7 lessons]**

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[2 lessons]**

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. **[1 lesson]**

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. **[1 lesson]**

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[2 lessons]**

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[5 lessons]**

5.W.TTP.3.g Apply language standards addressed in the Foundational Literacy standards. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 5.FL.VA.7a.i, 5.RI.KID.1, 5.RI.KID.3 , 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.CS.4, 5.SL.CC.1, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-Q <ul style="list-style-type: none"> ○ Complete pages 144-146 in the Reading/Writing Companion.
Respond to Reading Reading / Writing Companion	Students will: T142-143 <ul style="list-style-type: none"> ○ Turn to Literature Anthology page 456. Discuss how authors often choose words that indicate whether they have a positive or negative viewpoint about a topic. Answer the question: <i>What word in the first paragraph denotes a positive connotation? What does that tell you about how the author feels about what the squirrel does?</i> Turn to page 457. Ask <i>What does the author compare the fox to? Does this reflect a positive or negative opinion of the fox? Why?</i> Craft a short response. ○ Review pages 144-146 of the Reading/Writing Companion. ○ With a partner or in small groups, refer to and discuss their completed charts and writing responses from those pages. Then look at sentence starters on page 147. Use sentence starters to guide their responses. ○ Focus on the words and phrases the author uses to indicate her point of view about the animals. ○ Explain how the author uses figurative language and sensory details to describe the animals and how she feels about them.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Partners will review each other's work. ○ Review the revising checklist on Reading/Writing Companion page 127. ○ Complete revisions.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Complete the grammar exercise reducing two or more simple sentences into one sentence. ○ Complete practice book page 337. ○ Work in pairs to write two simple sentences with the same subject, then combine the sentences into one sentence.
Spelling Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Study number prefixes uni-, bi-, tri-, cent-. ○ Take the spelling pre-test. ○ Cut apart the Spelling Word Cards in the Online Resource Book and initial the back of each card. Have them read the words aloud with partners. Then have partners do an open sort. Have them record their sorts in their writer's notebook.
Day 7	Instructional Plan
Student Learning Targets: 5.FL.SC.6.j, 5.W.TTP.3.g, 5.W.PDW.5, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.VA.7a.i, 5.FL.VA.7b.iii, 5.RI.KID.2	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Read and reread <i>"Why Evergreen Trees Never Lose Their Leaves,"</i>. Take notes about the Essential Question: <i>How are living things adapted to their environment?</i> Answer how this text compares with what they learned about Arctic animals in <i>Survival at 40 below</i>. Discuss how these texts are similar and different. ○ Use the "Summarize" strategy to answer <i>What reasons do the first three trees give for not letting the bird live on their branches?</i> Paraphrase the text.

	<ul style="list-style-type: none"> ○ Answer the questions: <i>How do the spruce-tree, the pine tree, and the juniper tree offer to help the bird?</i> ○ Summarize the selection in ways that maintain meaning and logical order.
Writing Process: Edit and Revise Reading / Writing Companion	Students will: T150-151 <ul style="list-style-type: none"> ○ Finish writing and revising their drafts. Edit and proofread them. ○ Read the Grammar Connections feature. ○ Work in pairs to edit and proofread each other's drafts, using the Editing Checklist as a guide. ○ Read their draft aloud slowly, pausing after each sentence as their partner edits and proofreads. ○ Review their drafts and reflect on how collaborating helped them become better writers.
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Explain sentences can be combined by using conjunctions, adjectives, and adverbs ○ See Practice Book page 338. ○ Participate in an activity: Combine Two into One. Choose a noun and an action. Write simple sentences on index cards and use a noun and an action in each sentence. Place the cards in a pile then choose two cards at a time and combine the sentences.
Expand Vocabulary Practice Book	Students will: T164 <ul style="list-style-type: none"> ○ Review that Onomatopoeia is a word formed from a sound associated with it. ○ Write in their writer's notebook how to use onomatopoeia in their writing. See Practice Book page 347.

Day 8	Instructional Plan
Student Learning Targets: 5.RI.KID.2, 5.SL.CC.1, 5.SL.PKI.5, 5.W.PDW.5, 5.W.PDW.6, 5.FL.SC.6.e, 5.FL.SC.6.f, 5.FL.VA.7a.i, 5.FL.VA.7b.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-D <ul style="list-style-type: none"> ○ Reread page 469. Answer the questions: <i>What does the dialogue reveal about the trees? What does the little bird's reaction to the trees tell you about him?</i> ○ Reread page 470. <i>How do the spruce-tree, pine-tree, and juniper contrast to the birch, oak, and willow trees? Why are the two groups contrasted?</i> ○ Reread to develop a deeper understanding of the text by annotating and answering questions on pages 148-150 of the Reading/Writing Companion.
Author's Craft Reading / Writing Companion	Students will: T144-145 <ul style="list-style-type: none"> ○ Turn to Reading/Writing Companion page 151. Review that point of view is the perspective from which the story is narrated or told. ○ Identify the key characteristics of the following points of view: <i>first person, third-person, third-person limited/omniscient</i>. ○ Reread the two paragraphs on Reading/Writing Companion page 148. Answer the questions: <i>Whose spoken words are you able to read? Whose thoughts are revealed? What does this tell you about the story's point of view?</i> ○ In pairs, discuss how they help readers understand why the point of view is third-person limited as well as how a different point of view might have changed the story. Enter their responses on page 151.

<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T152-153</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. ○ Choose a format for publishing: print or digital. ○ Select appropriate text fonts and type sizes. ○ Add visuals and audio that represents the historical time period in which the story is set to. ○ Evaluate their drafts by using the Presenting checklist on page 129 in the Reading/Writing Companion. Review the bulleted points on the rubric under “4”, then return to their drafts to make revisions if they answered “No” to any of the points.
<p>Grammar Practice Book</p>	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Use a comma in the greeting and closing of a friendly letter (e.g., <i>Dear Brandy, Your friend,</i>). ○ Use commas in addresses and dates (e.g., <i>Round Rock, TX; March 18, 2012</i>) ○ Use commas to separate items in a series (e.g., <i>Monday, Tuesday, Wednesday, and Thursday</i>). ○ Use a colon after a salutation or greeting in a business letter (e.g., <i>Dear Senator Rogers:</i>) ○ Use a colon to separate hours, minutes, and seconds: 6:45. ○ Use a colon to introduce lists (e.g., <i>Before school, I do the following: make my bed, wash my face, brush my teeth, eat breakfast.</i>). ○ See Practice Book page 339 or online activity.
<p>Expand Vocabulary Practice Book</p>	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Read passages from “Life in the Desert” using context clues to determine the meaning of unknown words. (See Practice Book page 348.
<p>Day 9</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.FL.PWR.3.a, 5.FL.F.5.b, 5.SL.CC.1, 5.SL.PKI.5, 5.W.PDW.5, 5.W.PDW.6, 5.RI.KID.2, 5.FL.SC.6.e, 5.FL.SC.6.f</p>	
<p>Fluency Practice Book</p>	<p>Students will: T147</p> <ul style="list-style-type: none"> ○ Listen to the teacher model the use of proper expression and phrasing as they read aloud the first two paragraphs of “Mysterious Oceans,” in Reading/Writing Companion page 133. ○ Students can practice fluency using the online Differentiated Genre Passage, “Life in the Desert.”
<p>Writing Process: Edit and Proofread Reading / Writing Companion</p>	<p>Students will: T152-153</p> <ul style="list-style-type: none"> ○ Once their drafts are final, students can prepare for publishing and presenting their work. ○ Choose a print or digital format for publishing their historical fiction story. ○ Evaluate their drafts, by answering the questions from the rubric on page 129 in the Reading/Writing Companion.
<p>Make Connections Reading / Writing Companion</p>	<p>Students will: T166</p> <ul style="list-style-type: none"> ○ Students will share and discuss their responses to the “Blending In” Blast. ○ Complete the activities on Reading/Writing Companion page 152 and discuss how the photograph, the blast, and the selections they have read relate to animal adaptations. ○ See the connections between the photograph of the snowshoe on Reading/Writing Companion page 152 and the texts. ○ Use Four-Door Foldable® to take notes to use to respond to the writing prompt. ○ Use the caption under the photograph and the quick tip to cite text evidence.
<p>Grammar Practice Book</p>	<p>Students will: 159</p> <ul style="list-style-type: none"> ○ Correct errors in a letter posted by teacher. ○ See Practice Book page 340. ○ Find a piece of their own writing in their writer’s notebook and correct colons and commas.

Day 10	Instructional Plan
Student Learning Targets: 5.SL.PKI.4, 5.FL.WC.4.a, 5.SL.CC.1, 5.SL.PKI.5, 5.W.PDW.5 , 5.W.PDW.6	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ Give a print or digital final presentation of their historical fiction story.
Spelling Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ See Practice Book page 342 for the posttest.
Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none"> ○ Discuss options for adding text, sounds, or music to their presentation and how to search for items to add. ○ Use the Presenting Checklist in the Reading/Writing Companion page 153 as they rehearse their presentation.
Progress Monitoring	Students will: T202-203 <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 5 ✓ Assessed Skill		
Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What can our connections to the world teach us?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Analyze the narrator's point of view <p>Identify and explain the use of assonance and consonance</p> <p>Describe how the author's use of imagery achieves specific purposes</p> <ul style="list-style-type: none"> ✓ Identify elements of lyric and narrative poetry 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary blares connection errand exchange personification assonance consonance imagery</p> <p>Vocabulary Strategy: ✓ Identify and explain personification</p> <p>Grammar: ✓ Identify prepositional phrases</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "The Beat"</p> <p style="padding-left: 20px;">Shared Read: "To Travel" & Wild Blossoms</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "You Are My Music" & "A Time to Talk"</p> <p>Leveled Readers A: Your World, My World O: Flying Home ELL: Flying Home B: Helping Out</p> <p>Optional Classroom Library Trade Books <i>Number the Stars</i> <i>Sylvia & Aki</i></p>	<p>Writing</p> <p>Writing process: Plan and draft a lyric poem</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative discussions Paraphrase portions of "The Beat" Present information about writing an email</p>
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with the suffixes -ible, -able</p> <p>Spelling Words: enjoyable unreasonable unbelievable comfortable convertible respectable affordable possible breakable favorable likable usable invisible honorable capable sensible laughable bearable collapsible suitable</p> <p>Fluency: Read fluently with expression and phrasing</p>	<p>Research and Inquiry</p> <p>Format an email Write an email to request information</p>

Weekly Standards:

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[15 lessons]**

5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **[7 lessons]**

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. **[14 lessons]**

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. **[1 lesson]**

5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[1 lesson]**

5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context. **[17 lessons]**

5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words. **[6 lessons]**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **[11 lessons]**

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

5.FL.WC.4.b Write legibly in manuscript and cursive. **[6 lessons]**

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **[12 lessons]**

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. **[23 lessons]**

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

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[14 lessons]**

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. **[7 lessons]**

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. **[1 lesson]**

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. **[2 lessons]**

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

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[6 lessons]**

5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. **[1 lesson]**

5.W.TTP.3.f Use precise words and phrases and use sensory details to convey experiences and events. **[2 lessons]**

Day 1	Instructional Plan
Student Learning Targets: 5.SL.CC.2, 5.RL.KID.2, 5.FL.VA.7b.i, 5.RL.CS.4, 5.FL.SC.6.a, 5.FL.WC.4.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>What can our connections to the world teach us?</i> ○ Review the student learning goals for poetry. ○ Discuss the photograph of the student sitting near the Taj Mahal in India. Discuss how the ability to have an exchange with others strengthens our relationships. ○ Answer the questions: <i>What is something you have learned from keeping a connection to a person or place? How can an exchange with others help to expand your world?</i> ○ Discuss with a partner what they have learned about connecting with others. Use words from the organizer in their discussion. ○ Complete the blast assignment "Be Nice".
Listening Comprehension Interactive Read Aloud	Students will: T216-217 <ul style="list-style-type: none"> ○ Read aloud a lyric poem about a girl who shares the rhythm of crowd while experiencing a salsa concert. ○ Discuss features of a lyric poem and add them to their poetry anchor chart. ○ Discuss common text structures used to create poetry: rhythm, rhyme, assonance and consonance, stanza, and repetitive words. ○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy, "Visualize". ○ Summarize by restating the important events and actions in "The Beat" in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 <ul style="list-style-type: none"> ○ Think about the essential question: <i>What can our connections to the world teach us?</i> ○ Read poetry that will help them think about what our connections to the world teach us about the world and ourselves. ○ Summarize key details. ○ Use writer's notebook to compare their own experiences to those of the speakers in the poems.
Vocabulary Reading / Writing Companion	Students will: T222-223 <ul style="list-style-type: none"> ○ Use the Visual Vocabulary Cards to introduce each vocabulary word. ○ Learn that personification is the use of human characteristic to describe non-human things such as animals, objects, or ideas. ○ Create a personification anchor chart and add descriptions and details. ○ Discuss how personification is used to describe clouds in "Wild Blossoms".
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Introduce prepositional phrases as adjectives. ○ See Practice Book page 349 or online activity. ○ Play Preposition Bingo by making bingo cards writing adjectives or adverbs in random squares. ○ Place an X on their cards after discussion of which kind of phrase was used.
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the spelling pre-test to assess prior knowledge of -ible and -able words.

Day 2	Instructional Plan
Student Learning Targets: 5.RL.RRTC.10, 5.RL.CS.6 , 5.FL.VA.7b.i, 5.RL.CS.4, 5.FL.WC.4.b, 5.FL.VA.7b.i, 5.RL.KID.1, 5.W.RW.10, 5.FL.SC.6.a	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T224-231</p> <ul style="list-style-type: none"> ○ Recognize characteristics of lyric and narrative poems. ○ Listen and follow along as the teacher models how to identify “To Travel” as a lyric poem. ○ Discuss how poets use rhyme to create the poem’s musical quality. ○ Describe how the poem uses imagery. ○ Independent Practice Have students read the online Differentiated Genre Passage, “Running” and “Big Sky”. ○ Discuss that a poem’s point of view refers to the individual way the speaker of a poem think and expresses ideas. Add to the point of view anchor chart. ○ Work in pairs to reread the narrative poem “Wild Blossoms” identify key details about events and ideas in the poem, and record those details in the graphic organizer. Use those details to determine the speaker’s point of view. ○ In pairs, write a brief summary of how the speaker’s ideas about gardens change during the poem and how this change influences how events are described. ○ Reread parts of “To Travel!” and “Wild Blossoms” and analyze the techniques the poets used in writing the poems. ○ Learn that poets often use figurative language, such as similes, to create imagery that helps readers visualize their descriptions. ○ Reread the second stanza on page 157 and answer questions: <i>What two things are compared in the stanza’s second line? What makes this comparison a simile? What feelings is the speaker describing?</i> ○ Reread the last two sentences on page 158. Answer questions: <i>How does the speaker describe the route to Grandmother’s house? What else do you learn about the route? What happens when the speaker arrives?</i> ○ Reread lines 4-7 on page 159 and answer the question: <i>Which words in these lines create a picture in your mind? Explain.</i>
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T232-233</p> <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How do the poets use imagery to show their speakers connecting to the world? What is the prompt asking?</i> ○ Look for details in the poems that help them visualize what the speaker is experiencing. ○ Reread the third stanza in Reading/Writing Companion page 157 and answer the question: <i>How does the poet use imagery to help readers picture what the speaker experiences? In what way do these experiences help the speaker connect to the world?</i> ○ Use the phrases in the sentence starters to form their responses. Their responses should state the main idea and include specific examples from the text that support the main idea. Students may continue their responses on a separate piece of paper.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T236-237</p> <ul style="list-style-type: none"> ○ Review different reasons for using email. ○ Read the first paragraph and the bulleted list on Reading/Writing Companion page 167 to discuss the elements of an email message, including the “To” and “Subject” lines, the body of the message, and the closing. ○ Listen as teacher model how to complete the header of an email message and how to type the body. ○ Learn the importance of making sure the email message or request is clear, respectful, and free of grammar and spelling errors. ○ Work with a partner to research an important issue, gather important information, think about what they want to request, and then plan the message. They will be working on the project over the next two weeks. They will discuss their messages to the class, but will not actually send them to a government official.
<p>Grammar Practice Book</p>	<p>Students will: T250</p> <ul style="list-style-type: none"> ○ Review prepositional phrases as adjectives.

	<ul style="list-style-type: none"> ○ Add prepositional phrases as adjectives to sentences, (e.g., <i>The dog ran away. Which dog? The dog <u>with the white fur</u> ran away.</i> ○ Identify prepositional phrases that act as adverbs that tells how, when, or where. (See Practice Book page 350). ○ In partners, Role-Play a Scene. Give directions that use prepositional phrases on how to get from school to an interesting place in their city. Peers will raise their hands when they hear a prepositional phrase.
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Day 3	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.CS.4, 5.RL.CS.6, 5.W.RBPK.9, 5.FL.WC.4.b, 5.RL.KID.2 , 5.FL.SC.6.a, 5.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-D <ul style="list-style-type: none"> ○ Read “You Are My Music” and “You and I”. Use copies of online Graphic Organizer 168-169 and take notes as they read. ○ Read “A Time to Talk” and take notes. Think about the Essential Question: <i>What can our connections to the world teach us?</i> ○ Think about how this poem compares with “You Are My Music” and “You and I”. ○ Discuss how the speaker feels about an unexpected visit from a friend. ○ Summarize the poem in ways that maintain meaning and logical order..
Grammar Minilesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Correct prepositional phrases errors in sentences. ○ Find a piece of their own writing and correct errors in prepositions and prepositional phrases. See Practice Book page 352. ○ Participate in Guess Who It Is activity. Write down three prepositions on index cards and place them in a pile, take turns taking a card and using the preposition in a sentence to describe a famous person.
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Use the target vocabulary to write sentences in their writer’s notebook that provide context to show what the word means. ○ Draw a T-Chart with headings “Close Tie” and Separation to generate words related to <i>connections</i>.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.VA.7b.i, 5.RL.KID.1, 5.RL.CS.4, 5.RL.CS.6, 5.W.RBPK.9, 5.FL.VA.7a.iii, 5.FL.WC.4.b, 5.FL.SC.6.a, 5.FL.WC.4.a, 5.RL.CS.5, 5.W.TTP.3	
Read the Anchor Text (Literature Anthology) Author’s Craft Respond to Text	Students will: T239A-B/T240-241 <ul style="list-style-type: none"> ○ Reread sections of the anchor text. ○ Study the Author’s Craft structure and speaker features of the poem. ○ Turn to Reading/Writing Companion page 171-172 and reread to develop a deeper understanding of the text and answer the questions. ○ With a partner, work together to summarize and analyze the text. ○ Challenge themselves to memorize and recite the poem using appropriate rate, expression, and gestures. ○ Share and discuss responses to the “Be Nice” blast. ○ Use online Accordion Foldable® with the headings “You Are My Music”, “You and I”, “A Time to Talk”, “The Oak”, and “Be Nice”, to take notes. ○ Complete the activities on Reading/Writing Companion page 174 and discuss how the poems and the blast relate to the message that our connections to the world can help us learn about and appreciate one another.

<p>Writing Process: Expert Model & Plan Reading / Writing Companion</p>	<p>Students will: T242-247</p> <ul style="list-style-type: none"> ○ Engage in a discussion about poetic elements central to a lyric poem. ○ Understand that a rhyme scheme involves strategically placing rhyming words in a poem. ○ Identify the rhyme scheme in the stanza from “Running” on Reading/Writing Companion page 179. Answer the question: <i>Why use rhyme in a poem?</i> ○ Students should focus on other poetic elements to add to their poem. ○ Write a lyric poem about an experience they had helping in their community. ○ Use the stanza from “Running” as a model for their own lyric poem. ○ Review the Main Idea and Details organizer created during the Plan phase as they write their drafts. ○ Make it more poetic by adding a rhyme or an image and by deleting unnecessary words. ○ Use partners to read aloud their drafts and discuss the challenges of writing a lyric poem.
<p>Grammar Practice Book</p>	<p>Students will: T251</p> <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 353 for assessment. ○ Play Simon Says by taking turns being Simon, giving instructions that use prepositional phrases, (e.g., “Jump to the chalkboard”, or “Simon says put a book on your desk.”
<p>Spelling Practice Book</p>	<p>Students will: T253</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word in the sentences posted on the board. Use a print or a digital dictionary to correct their spellings. See Practice Book page 357. ○ Participate in a Blind Sort. One student reads a Spelling Word Card; the other tells under which spelling pattern it belongs. Have students explain how they sorted the words. Then have partners take turns drawing two cards from a stack and using both words in one sentence.
<p>Day 5</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.RL.IK1.9, 5.FL.F.5.b, 5.FL.WC.4.b, 5.FL.SC.6.j, 5.RL.KID.3, 5.W.TTP.3.f, 5.FL.WC.4.a, 5.FL.SC.6.a, 5.FL.WC.4.a</p>	
<p>Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading</p>	<p>Students will:</p> <ul style="list-style-type: none"> ○ Share and discuss responses to the “Be Nice” blast. ○ Use an online Accordion Foldable® with the headings “You Are My Music,” “You and I,” “A Time to Talk,” “The Oak,” and “e Nice” to take notes. ○ Complete the activities and read the Quick Tip on page 174 of the Reading/ Writing Companion. ○ Discuss how the poems and the blast relate to the message that our connections to the world can help us learn about and appreciate one another. ○ Refer to their notes on the Accordion Foldable ® as they respond to the writing prompt. ○ Share and discuss their responses in a group.
<p>Fluency Reading / Writing Companion</p>	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ Listen and follow along as the teacher models fluent reading of the excerpt on Reading/Writing Companion page 175. ○ Group choral read aloud the same passage, mimicking the teacher’s phrasing and use of expression. ○ Read aloud with a partner “To Travel” on Reading/Writing Companion pages 156-157.
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T248-249</p> <ul style="list-style-type: none"> ○ Write a draft of a lyric poem about an experience they had helping their community. Review the Main Idea and Detail organizer created during the Plan phase of their draft. ○ Write lines and stanzas instead of sentences and paragraphs.

	<ul style="list-style-type: none">○ Incorporate sensory language, rhymes, descriptive details, and images.○ Read aloud their drafts and discuss the challenges of writing a lyric poem.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none">○ Take the spelling post-test.
Progress Monitoring	Students will: <ul style="list-style-type: none">○ Complete the online assessment.

Week 6		
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Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words
Text(s): Reading Digitally: "The Tortoise and the Solar Plant" Reader's Theater: "Round the World with Nellie Bly"	Writing	Speaking and Listening
	Writing process: Complete a lyric poem Share writing and choose a portfolio piece Analytical writing: Write an opinion Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, rate	Conduct and present research Spell information correctly Gather relevant information from digital sources Navigate links

Weekly Standards:

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. [1 lesson]

5.FL.SC.6.j Write multiple cohesive paragraphs on a topic. [2 lessons]

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

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

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [2 lessons]

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [2 lessons]

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. [1 lesson]

5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described. [1 lesson]

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

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [1 lesson]

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. [2 lessons]

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [2 lessons]

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. [5 lessons]

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [2 lessons]

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. [2 lessons]

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. [1 lesson]

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. [1 lesson]

5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [1 lesson]

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

Day 1	Instructional Plan
Student Learning Targets: 5.RI.IKI.7, 5.W.RBPK.7, 5.FL.F.5.a, 5.FL.F.5.b, 5.RL.KID.1, 5.RI.CS.5, 5.FL.SC.6.j, 5.W.TTP.3.f, 5.W.PDW.5, 5.RL.KID.2, 5.RL.KID.3	
Reading Digitally OR Reader's Theater	Students will: T298-299 <ul style="list-style-type: none"> ○ Discuss the features of an online article. ○ Listen and follow along as the teacher reads the article aloud. Take notes on the problem and solutions presented in the article using Graphic Organizer 142. With a partner, paraphrase the main ideas in ways that maintain meaning and logical order, giving text evidence. ○ Write a summary of the article, stating the problem and the actions people took to solve it. ○ Compare what they learned about how we are all connected with what they have learned about other connections in texts they have read in this unit. ○ Write about this question: <i>According to the author, why is the BrightSource case an important one?</i> ○ Skim the text and find reasons that the author believes that solutions to problems must always preserve land and wildlife. ○ Research and write about the following question: <i>Why is it important to protect animal habitats?</i> ○ State their opinion clearly, organize their ideas logically, cite any sources they use, and end with a strong concluding statement. ○ Present a round-table discussion on the topic of threatened habitats.
Show What You Learned Reading / Writing Companion	Students will: T302-303 <ul style="list-style-type: none"> ○ Observe that expository texts often contain text features designed to help guide the reader through the selection. ○ Analyze how the author organizes the information with text structure. ○ Analyze the author's use of numbers next to each paragraph as they read. ○ Read passage and read each question twice to eliminate any obvious wrong answer choices. ○ Understand that answers must be supported by text evidence. ○ Discuss and answer questions to demonstrate mastery of the unit's skills and strategies and practice questions possibly found on state tests.
Writing Process: Revise Reading / Writing Companion	Students will: TT310-311 <ul style="list-style-type: none"> ○ Listen as the teacher reads aloud the paragraph on Reading/Writing Companion page 180 and point out the abstract words. ○ Respond to the questions and use their answers to revise their drafts. Read the Quick Tip and make sure students understand how to visualize to generate concrete details. Revise the lines on page 180 by replacing or supporting the abstract concepts with concrete details. ○ As a class, create a chart of abstract concepts (e.g., love, courage, freedom, and kindness) and concrete words.
Day 2	Instructional Plan
Student Learning Targets: 5.RI.IKI.7, 5.W.RBPK.7, 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7b.i, 5.RL.KID.2, 5.RL.CS.6, 5.RL.RRTC.10, 5.SL.CC.1, 5.RI.KID.2	
Reading Digitally OR Reader's Theater	Students will: T298-299 <ul style="list-style-type: none"> ○ Reread parts of the online article, paying attention to text structure and author's craft. Discuss these questions. What text structure does the author use to organize the information? For what purpose did the author add the hyperlink? ○ Reread and answer this question: <i>According to the author, why is the BrightSource case an important one?</i> ○ Compare what they learned about how we are all connected with what they have learned about other connections in texts they have read in this unit.

	<ul style="list-style-type: none"> ○ Write about this question: <i>Why is it important to protect animal habitats?</i> Make an outline of the ideas and evidence they find. ○ Independent Study: <ul style="list-style-type: none"> ▪ Choose a Topic Students should brainstorm questions related to the article. For example: <i>What other habitats have been threatened by human activity?</i> Then have students choose a question to research. Help them narrow it. ▪ Conduct Internet Research Review the importance of spelling key words correctly and looking for misspelled words on Web sites. Use a few sites as examples of good or unreliable information. ▪ Present Have groups present a round-table discussion on the topic of threatened habitats ○ OR ○ Listen and follow along as the teacher models how to read the play. ○ Practice their parts in the play. In pairs, echo read or chorally read their parts. ○ Think about why the author might have chosen to make the text a choral play. <ul style="list-style-type: none"> ▪ Reread the play and discuss the following: How does the narrator describe the first setting? What are two things the narrator says that go beyond the characters' dialogue? How does the narrator move the plot along? What does the narrator say about Nellie's challenge at the end of the play?
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T 304-305</p> <ul style="list-style-type: none"> ○ Read "Animal Adaptations" and answer text dependent questions.
<p>Writing Process: Peer Review Reading / Writing Companion</p>	<p>Students will: T312-313</p> <ul style="list-style-type: none"> ○ Restate the routine for peer review of writing. Brainstorm a list of rules for peer conferencing. Use sentence starters from Reading/Writing companion on page 181. ○ Use the revising checklist on Reading/Writing Companion page 181. Implement suggestions. Look at the rubric on page 183 to help them with revision.

Day 3	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.SC.6.a, 5.FL.SC.6.j, 5.RL.CS.5, 5.RL.CS.4	
Extend Your Learning	<p>Students will: T306-307</p> <ul style="list-style-type: none"> ○ After reading <i>The Unbreakable Code</i> and “Allies in Action”, identify and discuss ways in which different groups of people contributed to the war efforts during World War II. Review the groups listed at the top of Reading/Writing Companion page 190, and discuss the accomplishments of each group. ○ Complete the activity at the top of page 190, then use notes to identify and discuss ways in which the groups’ efforts were similar and different. ○ Identify sound devices the poets use when writing a poem, (e.g., alliteration, onomatopoeia, rhyme, and repetition), to achieve ○ Work in pairs and identify poems that make use of the different sound devices described on Reading/Writing Companion page 191. ○ Analyze how each device is used and record findings in the chart. ○ In pairs, create examples of each sound device described on page 191. ○ Use print or online thesaurus to find words that evoke sound and those that express a particular feeling.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T314-315</p> <ul style="list-style-type: none"> ○ Use the editing checklist on Reading/Writing Companion page 182. ○ Correct the lines from a lyric poem written on the board. ○ Proofread and edit as a class two mistakes found when using the editing checklist on page 182. ○ With a partner, use the editing checklist to edit and proofread each other’s drafts. Make objective and polite suggestions for correcting peers’ papers. ○ Write a reflection about how collaborating on their lyric poem was similar and different from collaborating on other writing.
Day 4	Instructional Plan
Student Learning Targets: 5.FL.F.5.a, 5.FL.F.5.b, 5.FL.VA.7a.ii, 5.RI.CS.5, 5.RI.IKI.7 , 5.W.RBPK.8, 5.SL.PKI.4, 5.W.PDW.6 , 5.RI.KID.3	
Extend Your Learning	<p>Students will: T308-309</p> <ul style="list-style-type: none"> ○ Review the differences between primary and secondary sources. ○ Discuss whether a source is considered primary or secondary, it must be evaluated for credibility as well as quality. ○ Read and discuss the activity on Reading/Writing Companion page 192. ○ Complete the activity by choosing one of the groups cited in “Allies in Action” and look for information about how their chosen group helped. ○ Read and discuss the questions on Reading/Writing Companion page 193. ○ Use the information from the online article, the photograph and captions, and interactive elements to determine the article’s problem and solution ○ Create a chart to record the problem and solutions. ○ Answer the questions including text evidence to support their reasons why construction of the solar plant stopped after government approval. ○ Discuss with a partner what they have learned.

<p>Writing Process: Publish, Present, and Evaluate Reading / Writing Companion</p>	<p>Students will: T316-317</p> <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. ○ Treat presentation as a performance by memorizing their poem and practicing using their voice, facial expressions, and gestures to convey the poem's underlying emotion. ○ Use rubric on page 183 to help evaluate their writing by identifying what they have done well and what needs improvement. ○ Review the bulleted points in the "4" column of the rubric. ○ Record what they did successfully and what needs more work based on their self-evaluation. ○ Meet with a partner for a final time to discuss and evaluate each other's scores. ○ Write a reflection about how their collaboration helped them think critically about their poem.
<p>Day 5</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 5.SL.PKI.4, 5.W.PDW.6, 5.RI.IKI.9, 5.SL.CC.1, 5.SL.PKI.4, 5.W.RW.10, 5.SL.PKI.5,</p>	
<p>Writing Process: Publish, Present, and Evaluate Reading / Writing Companion</p>	<p>Students will: T316-317</p> <ul style="list-style-type: none"> ○ This will be a continuation from the previous day.
<p>Track Your Progress</p>	<p>Students will: T318</p> <ul style="list-style-type: none"> ○ Review Reading/Writing Companion page 194 ○ Note key skills from the unit. ○ Use the rubric to evaluate their work over the course of the unit. ○ Note their lowest score, and reflect on their progress, writing an evaluation of the lowest scoring skill on the lines provided. ○ Explore and express personal connections to one of the texts they have read this unit. Record their connections on the page.
<p>Wrap Up the Unit</p>	<p>Students will: T319</p> <ul style="list-style-type: none"> ○ Perform the Reader's Theater. ○ OR ○ Share their completed research projects from Genre Study 3. ○ Select a piece of writing from the unit and present.
<p>Summative Assessment</p>	<p>Students will: T330-331</p> <ul style="list-style-type: none"> ○ Complete the summative assessment.