

## Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How can experiencing nature change the way you think about it?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Capturing the Natural World” <b>Genre:</b> Narrative Nonfiction</p>	<p>“A Life in the Woods” <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Camping with the President</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 760L</p> <p><b>Paired Selection</b> “A Walk with Teddy” <b>Genre:</b> Autobiography <b>Lexile:</b> 910L</p>	<p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>A:</b> <i>Save This Space!</i> <b>Lexile:</b> 750L <b>O:</b> <i>Save This Space!</i> <b>Lexile:</b> 960L <b>ELL:</b> <i>Save This Space!</i> <b>Lexile:</b> 730L <b>B:</b> <i>Save This Space!</i> <b>Lexile:</b> 980L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “The Journey of Lewis and Clark” <b>O:</b> “The Journey of Lewis and Clark” <b>ELL:</b> “The Journey of Lewis and Clark” <b>B:</b> “The Journey of Lewis and Clark”</p>	<p><b>Academic Vocabulary:</b> <i>debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</i></p> <p>Homographs Prefixes</p>	<p>Ask and Answer Questions</p> <p>Primary and Secondary Sources</p> <p>Text Structure: Cause and Effect</p> <p>Author’s Perspective</p>	<p><b>Week 1</b> Short Vowels</p> <p><b>Week 2</b> Long Vowels</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Accuracy and Expression</p> <p><b>Week 2</b> Intonation and Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Sentences; Punctuating Sentences <b>Week 2:</b> Subjects and Predicates; Commas</p>	<p><b>Project:</b> Experiencing Nature</p> <p><b>Product:</b> Promotional Map</p> <p><b>Blast:</b> “Protecting Our Parks”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do we get the things we need?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Finding a Way” <b>Genre:</b> Realistic Fiction</p>	<p>“A Fresh Idea” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 760L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>One Hen</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 810L</p> <p><b>Paired Selection</b> “Reading Between the Dots” <b>Genre:</b> Personal Narrative <b>Lexile:</b> 910L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Parker’s Plan</i> <b>Lexile:</b> 680L <b>O:</b> <i>Can-do Canines</i> <b>Lexile:</b> 790L <b>ELL:</b> <i>Can-do Canines</i> <b>Lexile:</b> 570L <b>B:</b> <i>Cleaning Up the Competition</i> <b>Lexile:</b> 970L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Taking Care of Your Money” <b>O:</b> “You Can Bank on It” <b>ELL:</b> “You Can Bank on It” <b>B:</b> “Growing Money”</p>	<p><b>Academic Vocabulary:</b> <i>afford, loan, profit, prosper, risk, savings, scarce, wages</i></p> <p>Context Clues: Sentence Clues Suffixes</p>	<p>Reread</p> <p>Plot: Conflict and Resolution</p> <p>Plot: Events</p> <p>Text Structure: Chronology</p>	<p><b>Week 3</b> Words with /ū/, /û/, and /ü/</p> <p><b>Week 4</b> r-controlled Vowels /är/, /âr/, /ôr/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression and Phrasing</p> <p><b>Week 4</b> Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Landmark Deal Approved!,” “Fund Florida Forever!,” “Revitalize Florida’s Downtowns” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Compound Sentences; Punctuation in Compound Sentences <b>Week 4:</b> Complex Sentences; Commas</p>	<p><b>Project:</b> Meeting Needs</p> <p><b>Product:</b> Compare/Contrast Chart</p> <p><b>Blast:</b> “Clothing, Food, and Shelter”</p>

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<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> What are the positive and negative effects of new technology?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Electronic Books: A New Way to Read” <b>Genre:</b> Argumentative Text</p>	<p>“Are Electronic Devices Good for Us?” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Future of Transportation</i> <b>Genre:</b> Argumentative Text <b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> “Getting from Here to There” <b>Genre:</b> Technical Text <b>Lexile:</b> 890L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>What About Robots?</i> <b>Lexile:</b> 740L <b>O:</b> <i>What About Robots?</i> <b>Lexile:</b> 840L <b>ELL:</b> <i>What About Robots?</i> <b>Lexile:</b> 760L <b>B:</b> <i>What About Robots?</i> <b>Lexile:</b> 990L</p> <p><b>Paired Selections</b> <b>Genre:</b> Persuasive Text <b>A:</b> “No Substitute” <b>O:</b> “No Substitute” <b>ELL:</b> “No Substitute” <b>B:</b> “No Substitute”</p>	<p><b>Academic Vocabulary:</b> <i>access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</i></p> <p>Greek and Latin Prefixes</p>	<p>Reread</p> <p>Headings and Graphs</p> <p>Author’s Claim</p> <p>Author’s Purpose</p>	<p><b>Week 5</b> <i>r-controlled Vowel /ür/ Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Accuracy and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Introduction Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Run-on Sentences; Correcting Run-on Sentences</p>	<p><b>Project:</b> Technology</p> <p><b>Product:</b> Debate</p> <p><b>Blast:</b> “Riding Technology’s Rollercoaster”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p><b>Extend, Connect, and Assess</b></p>	<p><b>Genre:</b> Online Article “Take It from Nature”</p>	<p><b>Reader’s Theater:</b> <i>It Couldn’t Be Done</i></p>	<p><b>Passages</b> <b>Genre:</b> Narrative Nonfiction “A Protector of Nature” <b>Genre:</b> Narrative Nonfiction “Children Save the Rain Forest” <b>Genre:</b> Realistic Fiction “Solutions, Not Complaints”</p> <p><b>Activities</b> Compare the Passages Complete a Map Write an Essay</p>	<p><b>Passages</b> “The NYC Subway: An Interview with a Transit Supervisor” “Solutions, Not Complaints”</p> <p><b>Activities</b> Compare the Passages Write a Letter</p>	<p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Honoring Black Women Inventors of the Past,” “Morse Code Is Safe and Reliable,” “All Aboard on America’s Rail System” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What do good problem solvers do?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “The Haudenosaunee Confederacy” <b>Genre:</b> Expository Text</p>	<p>“Creating a Nation” <b>Genre:</b> Expository Text <b>Lexile:</b> 690L <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Who Wrote the U.S. Constitution?</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 760L</p> <p><b>Paired Selection</b> “Wordsmiths” <b>Genre:</b> Expository Text <b>Lexile:</b> 970L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>The Bill of Rights</i> <b>Lexile:</b> 820L <b>O:</b> <i>The Bill of Rights</i> <b>Lexile:</b> 920L <b>ELL:</b> <i>The Bill of Rights</i> <b>Lexile:</b> 840L <b>B:</b> <i>The Bill of Rights</i> <b>Lexile:</b> 1000L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Having Your Say” <b>O:</b> “Having Your Say” <b>ELL:</b> “Having Your Say” <b>B:</b> “Having Your Say”</p>	<p><b>Academic Vocabulary:</b> <i>committees, convention, debate, proposal, representatives, resolve, situation, union</i></p> <p>Context Clues Dictionary and Glossary</p>	<p>Reread Headings and Timelines</p> <p>Text Structure: Problem and Solution Print and Graphic Features</p>	<p><b>Week 1</b> Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p><b>Week 2</b> <b>Plurals</b> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Accuracy and Rate</p> <p><b>Week 2</b> Accuracy and Expression</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Kinds of Nouns; Capitalizing Proper Nouns <b>Week 2:</b> Singular and Plural Nouns; Forming Plural Nouns</p>	<p><b>Project:</b> Founders Solve Problems</p> <p><b>Product:</b> Multimedia Slideshow</p> <p><b>Blast:</b> “Meet Me in the Middle”</p>
<p><b>Text Set 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Essential Question:</b> When has a plan helped you accomplish a task?</p> <p><b>Genre:</b> Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Lost Lake and the Golden Cup” <b>Genre:</b> Folktale</p>	<p>“The Magical Lost Brocade” <b>Genre:</b> Folktale <b>Lexile:</b> 740L <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Blancaflor</i> <b>Genre:</b> Folktale <b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> “From Tale to Table” <b>Genre:</b> Expository Text <b>Lexile:</b> 990L</p>	<p><b>Main Selections</b> <b>Genre:</b> Folktale <b>A:</b> <i>The Lion’s Whiskers</i> <b>Lexile:</b> 760L <b>O:</b> <i>The Riddle of the Drum: A Tale from Mexico</i> <b>Lexile:</b> 810L <b>ELL:</b> <i>The Riddle of the Drum: A Tale from Mexico</i> <b>Lexile:</b> 570L <b>B:</b> <i>Clever Manka</i> <b>Lexile:</b> 860L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “From Fiber to Fashion” <b>O:</b> “Make a Drum” <b>ELL:</b> “Make a Drum” <b>B:</b> “From Bee to You”</p>	<p><b>Academic Vocabulary:</b> <i>assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</i></p> <p>Personification Roots</p>	<p>Make Predictions Plot: Setting Theme Text Structure: Sequence</p>	<p><b>Week 3</b> Inflectional Endings</p> <p><b>Week 4</b> Contractions <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression and Phrasing</p> <p><b>Week 4</b> Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Benjamin Franklin’s Bifocals,” “Margaret Knight, Engineer and Inventor,” “Henry Ford and the Model T” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> More Plural Nouns; Plural Forms and Appositives <b>Week 4:</b> Possessive Nouns; Adding -s or -’s</p>	<p><b>Project:</b> Accomplishing a Task</p> <p><b>Product:</b> Illustrated Food Web</p> <p><b>Blast:</b> “Stand by Your Plan”</p>

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Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> What motivates you to accomplish a goal?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “How to Make a Friend” <b>Genre:</b> Narrative Poetry</p>	<p>“A Simple Plan,” “Rescue” <b>Genre:</b> Narrative and Free Verse Poetry <b>Lexile:</b> NP</p> <p><i>ELL: Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “Stage Fright,” “Catching Quiet” <b>Genre:</b> Narrative and Free Verse Poetry <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> “Foul Shot” <b>Genre:</b> Free Verse Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Clearing the Jungle</i> <b>Lexile:</b> 650L <b>O:</b> <i>I Want to Ride!</i> <b>Lexile:</b> 730L <b>ELL:</b> <i>I Want to Ride!</i> <b>Lexile:</b> 600L <b>B:</b> <i>Changing Goals</i> <b>Lexile:</b> 860L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Just for Once” <b>O:</b> “Home Run” <b>ELL:</b> “Smash!” <b>B:</b> “Today’s Lesson”</p>	<p><b>Academic Vocabulary:</b> <i>ambitious, memorized, satisfaction, shuddered</i></p> <p><b>Poetry Terms:</b> <i>narrative, repetition, free verse, rhyme</i></p> <p>Homographs</p>	<p>Repetition and Rhyme</p> <p>Narrative and Free Verse</p> <p>Theme</p> <p>Form and Line Breaks</p>	<p><b>Week 5</b> Closed Syllables <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Expression and Phrasing</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Academic Language Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Prepositional Phrases; Punctuating Titles and Letters</p>	<p><b>Project:</b> Achieving Goals <b>Product:</b> Comic Strip <b>Blast:</b> “Reaching a Goal”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<b>Genre:</b> Online Article “The Long Road”	<b>Reader’s Theater:</b> <i>A Boy Named Abe</i>	<p><b>Passages</b> “Popover! The Ultimate Baked Bubble” “Cooking with Electricity”</p> <p><b>Activities</b> Compare the Passages Make Observations Explain Your Observations</p>	<p><b>Passages</b> “Searching for Freedom” “Supporting Religious Liberty”</p> <p><b>Activities</b> Compare the Passages Make a Timeline</p>	<p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Going Above and Beyond,” “The Turtle Lady of Juno Beach,” “Community Bird Scientist” Plan: Organize Ideas Draft: Transitions Revise: Peer Conferences</p>	<p><b>Reader’s Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>

## Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What can learning about different cultures teach us?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Foods for Thought” <b>Genre:</b> Realistic Fiction</p>	<p>“A Reluctant Traveler” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>They Don’t Mean It!</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> “Where Did That Come From?” <b>Genre:</b> Expository Text <b>Lexile:</b> 940L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>All the Way from Europe</i> <b>Lexile:</b> 690L <b>O:</b> <i>Dancing the Flamenco</i> <b>Lexile:</b> 790L <b>ELL:</b> <i>Dancing the Flamenco</i> <b>Lexile:</b> 510L <b>B:</b> <i>A Vacation in Minnesota</i> <b>Lexile:</b> 950L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “A Sporting Gift” <b>O:</b> “Flamenco” <b>ELL:</b> “Flamenco” <b>B:</b> “The Scandinavian State?”</p>	<p><b>Academic Vocabulary:</b> <i>appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</i></p> <p>Context Clues: Cause and Effect</p> <p>Adages</p>	<p>Summarize</p> <p>Plot: Characterization</p> <p>Theme</p> <p>Author’s Purpose</p>	<p><b>Week 1</b> Open Syllables</p> <p><b>Week 2</b> Open Syllables (V/V) <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Intonation</p> <p><b>Week 2</b> Expression and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Precise Language Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Action Verbs; Subject-Verb Agreement <b>Week 2:</b> Verb Tenses; Avoid Shifting Tenses</p>	<p><b>Project:</b> Learning About Different Cultures</p> <p><b>Product:</b> Pamphlet</p> <p><b>Blast:</b> “A Special Day”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> What benefits come from people working as a group?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Teamwork in Space” <b>Genre:</b> Expository Text</p>	<p>“Gulf Spill Superheroes” <b>Genre:</b> Expository Text <b>Lexile:</b> 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Winter’s Tail</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 940L</p> <p><b>Paired Selection</b> “Helping Hands” <b>Genre:</b> Expository Text <b>Lexile:</b> 1040L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>The Power of a Team</i> <b>Lexile:</b> 740L <b>O:</b> <i>The Power of a Team</i> <b>Lexile:</b> 900L <b>ELL:</b> <i>The Power of a Team</i> <b>Lexile:</b> 800L <b>B:</b> <i>The Power of a Team</i> <b>Lexile:</b> 1010L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Hands on the Wheel” <b>O:</b> “Hands on the Wheel” <b>ELL:</b> “Hands on the Wheel” <b>B:</b> “Hands on the Wheel”</p>	<p><b>Academic Vocabulary:</b> <i>artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</i></p> <p>Latin Roots</p> <p>Similes and Metaphors</p>	<p>Ask and Answer Questions</p> <p>Text Structure: Problem and Solution</p> <p>Central Idea and Relevant Details</p> <p>Literal and Figurative Language</p>	<p><b>Week 3</b> Vowel Team Syllables</p> <p><b>Week 4</b> Consonant + <i>le</i> Syllables <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy and Rate</p> <p><b>Week 4</b> Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Parents Say No to Study Abroad,” “The Benefits of Study Abroad Programs,” “U.S. Students Study Abroad” Plan: Organize Ideas Draft: Logical Order Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words <b>Week 4:</b> Linking Verbs; Punctuating Titles and Product Names</p>	<p><b>Project:</b> Working Together</p> <p><b>Product:</b> Television Segment</p> <p><b>Blast:</b> “Two Heads Are Better Than One”</p>

## Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How do we explain what happened in the past?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Stonehenge: Puzzle from the Past” <b>Genre:</b> Argumentative Text</p>	<p>“What Was the Purpose of the Inca’s Knotted Strings?” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 920L <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Machu Picchu: Ancient City</i> <b>Genre:</b> Argumentative Text <b>Lexile:</b> 990</p> <p><b>Paired Selection</b> “Dig This Technology!” <b>Genre:</b> Expository Text <b>Lexile:</b> 970L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>The Ancestral Puebloans</i> <b>Lexile:</b> 820L <b>O:</b> <i>The Ancestral Puebloans</i> <b>Lexile:</b> 920L <b>ELL:</b> <i>The Ancestral Puebloans</i> <b>Lexile:</b> 840L <b>B:</b> <i>The Ancestral Puebloans</i> <b>Lexile:</b> 990L</p> <p><b>Paired Selections</b> <b>Genre:</b> Persuasive Text <b>A:</b> “The Ancestral Puebloans Were Astronomers” <b>O:</b> “The Ancestral Puebloans Were Astronomers” <b>ELL:</b> “The Ancestral Puebloans Were Astronomers” <b>B:</b> “The Ancestral Puebloans Were Astronomers”</p>	<p><b>Academic Vocabulary:</b> <i>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</i></p> <p>Sentence Clues</p>	<p>Summarize</p> <p>Text Structure: Compare and Contrast</p> <p>Author’s Claim</p> <p>Figurative Language</p>	<p><b>Week 5</b> <i>r-controlled Vowel Syllables</i> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Accuracy and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Irregular Verbs; Correct Verb Usage</p>	<p><b>Project:</b> Investigating the Past</p> <p><b>Product:</b> Multimedia Presentation</p> <p><b>Blast:</b> “Remnants of the Past”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<b>Genre:</b> Online Article “Animal Survivors”	<b>Reader’s Theater:</b> <i>A Thousand Miles to Freedom</i>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Teamwork and Destiny” “U.S. Space School”</p> <p><b>Activities</b> Compare the Passages Share and Reflect Make a Teamwork Poster</p>	<p><b>Passages</b> “To Be an Archaeologist” “Digging into the Past”</p> <p><b>Activities</b> Compare the Passages Make Observations of Footprints</p>	<p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Remember St. Helena’s Role,” “Collaboration at Angel Mounds,” “No Digging Allowed” Plan: Organize Ideas Draft: Sentence Structure Revise: Peer Conferences</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What can people do to bring about a positive change?</p> <p><b>Genre:</b> Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Fighting for Change” <b>Genre:</b> Biography</p>	<p>“Frederick Douglass: Freedom’s Voice” <b>Genre:</b> Biography <b>Lexile:</b> 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Rosa</i> <b>Genre:</b> Biography <b>Lexile:</b> 860L</p> <p><b>Paired Selection</b> “Our Voices, Our Votes” <b>Genre:</b> Expository Text <b>Lexile:</b> 920L</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Biography <b>A:</b> <i>Jane Addams: A Woman of Action</i> <b>Lexile:</b> 700L <b>O:</b> <i>Jane Addams: A Woman of Action</i> <b>Lexile:</b> 910L <b>ELL:</b> <i>Jane Addams: A Woman of Action</i> <b>Lexile:</b> 710L <b>B:</b> <i>Jane Addams: A Woman of Action</i> <b>Lexile:</b> 1000L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text <b>A:</b> “Gus García Takes on Texas” <b>O:</b> “Gus García Takes on Texas” <b>ELL:</b> “Gus García Takes on Texas” <b>B:</b> “Gus García Takes on Texas”</p>	<p><b>Academic Vocabulary:</b> <i>anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</i></p> <p>Prefixes and Suffixes Hyperbole</p>	<p>Summarize Photographs and Captions Author’s Perspective Text Structure: Chronology</p>	<p><b>Week 1</b> Words with Final /əl/ and /ən/ <b>Week 2</b> Prefixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression <b>Week 2</b> Accuracy and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence and Sources Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Pronouns and Antecedents; Pronoun-Antecedent Agreement <b>Week 2:</b> Kinds of Pronouns; Quotation Marks in Dialogue</p>	<p><b>Project:</b> Positive Change</p> <p><b>Product:</b> Plaque</p> <p><b>Blast:</b> Liberty and Justice for All</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> What can you discover when you give things a second look?</p> <p><b>Genre:</b> Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “The Mystery Riddle” <b>Genre:</b> Drama (Mystery Play)</p>	<p>“Where’s Brownie?” <b>Genre:</b> Drama (Mystery Play) <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>A Window Into History: The Mystery of the Cellar Window</i> <b>Genre:</b> Drama (Mystery Play) <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> “A Boy, a Horse, and a Fiddle” <b>Genre:</b> Legend <b>Lexile:</b> 950L</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Drama <b>A:</b> <i>The Mysterious Teacher</i> <b>Lexile:</b> NP <b>O:</b> <i>The Unusually Clever Dog</i> <b>Lexile:</b> NP <b>ELL:</b> <i>The Unusually Clever Dog</i> <b>Lexile:</b> NP <b>B:</b> <i>The Surprise Party</i> <b>Lexile:</b> NP</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> “The Case of the Missing Nectarine” <b>O:</b> “The Gift Basket” <b>ELL:</b> “The Gift Basket” <b>B:</b> “The Clothes Thief”</p>	<p><b>Academic Vocabulary:</b> <i>astounded, concealed, inquisitive, interpret, preplexed, precise, reconsider, suspicious</i></p> <p>Adages and Proverbs Synonyms and Antonyms</p>	<p>Visualize Play Character Perspective Similes and Metaphors</p>	<p><b>Week 3</b> Homographs <b>Week 4</b> Words with /chər/ and /zhər/ <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Phrasing <b>Week 4</b> Accuracy and Expression</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Building a Better World,” “The Power of Words,” “A War at Home and Abroad” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Pronoun-Verb Agreement; Abbreviations <b>Week 4:</b> Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns</p>	<p><b>Project:</b> A Second Look</p> <p><b>Product:</b> Formal Letter</p> <p><b>Blast:</b> A Second Glance</p>

## Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How do you express that something is important to you?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> "I'm a Swimmer" <b>Genre:</b> Free Verse Poetry</p>	<p>"How Do I Hold the Summer?," "Catching a Fly," "When I Dance" <b>Genre:</b> Lyric and Free Verse Poetry <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> "Words Free as Confetti," "Dreams" <b>Genre:</b> Free Verse and Lyric Poetry <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> "A Story of How a Wall Stands" <b>Genre:</b> Free Verse Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Tell Me the Old, Old Stories</i> <b>Lexile:</b> 650L <b>O:</b> <i>From Me to You</i> <b>Lexile:</b> 810L <b>ELL:</b> <i>From Me to You</i> <b>Lexile:</b> 580L <b>B:</b> <i>Every Picture Tells a Story</i> <b>Lexile:</b> 990L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> "Family Ties" <b>O:</b> "Dear Gina" <b>ELL:</b> "Sssh!" <b>B:</b> "The Eyes of a Bird"</p>	<p><b>Academic Vocabulary:</b> <i>barren, expression, meaningful, plumes</i></p> <p><b>Poetry Terms:</b> <i>lyric, alliteration, meter, stanza</i></p> <p>Similes and Metaphors</p>	<p>Stanza and Meter Lyric and Free Verse Theme Imagery</p>	<p><b>Week 5</b> Suffixes <i>-ance</i> and <i>-ence</i> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Expression and Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Pronouns and Homophones; Punctuating Poetry</p>	<p><b>Project:</b> What Is Important to You? <b>Product:</b> Timeline <b>Blast:</b> "Expressions of Freedom"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<b>Genre:</b> Online Article "Droughtbusters"	<b>Reader's Theater:</b> <i>The Golden Door</i>	<p><b>Passages</b> "Cesar Chavez: Hero at Work" "Army of Helpers"</p> <p><b>Activities</b> Compare the Passages Analyze a Quote Create a Brochure</p>	<p><b>Passages</b> "Colorful Chameleons" "Changing Their Look"</p> <p><b>Activities</b> Compare the Passages Research Mimicry</p>	<p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "A Life in Color," "The Federal Art Project," "William Bartram: One with Nature" Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p><b>Reader's Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>



## Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How can scientific knowledge change over time?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “The Sun: Our Star” <b>Genre:</b> Expository Text</p>	<p>“Changing Views of Earth” <b>Genre:</b> Expository Text <b>Lexile:</b> 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>When Is a Planet Not a Planet?</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 980L</p> <p><b>Paired Selection</b> “The Crow and the Pitcher” <b>Genre:</b> Fable <b>Lexile:</b> 640L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Mars</i> <b>Lexile:</b> 700L <b>O:</b> <i>Mars</i> <b>Lexile:</b> 900L <b>ELL:</b> <i>Mars</i> <b>Lexile:</b> 700L <b>B:</b> <i>Mars</i> <b>Lexile:</b> 970L</p> <p><b>Paired Selections</b> <b>Genre:</b> Science Fiction <b>A:</b> “Zach the Martian” <b>O:</b> “Zach the Martian” <b>ELL:</b> “Zach the Martian” <b>B:</b> “Zach the Martian”</p>	<p><b>Academic Vocabulary:</b> <i>approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</i></p> <p>Greek Roots Thesaurus</p>	<p>Ask and Answer Questions</p> <p>Diagrams</p> <p>Central Idea and Relevant Details</p> <p>Imagery</p>	<p><b>Week 1</b> Suffixes</p> <p><b>Week 2</b> Homophones <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression</p> <p><b>Week 2</b> Accuracy and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Research Report Expert Model Plan: Relevant Evidence Draft: Elaboration</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Clauses; Appositives <b>Week 2:</b> Complex Sentences; Commas with Clauses</p>	<p><b>Project:</b> Scientific Knowledge Grows</p> <p><b>Product:</b> Podcast</p> <p><b>Blast:</b> “A Better World with Satellites”</p>
<p><b>Text Set 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do shared experiences help people adapt to change?</p> <p><b>Genre:</b> Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Starting Over” <b>Genre:</b> Historical Fiction</p>	<p>“The Day the Rollets Got Their Moxie Back” <b>Genre:</b> Historical Fiction <b>Lexile:</b> 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Bud, Not Buddy</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 950L</p> <p><b>Paired Selection</b> “Musical Impressions of the Great Depression” <b>Genre:</b> Expository Text <b>Lexile:</b> 990L</p>	<p><b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>A:</b> <i>The Picture Palace</i> <b>Lexile:</b> 710L <b>O:</b> <i>Hard Times</i> <b>Lexile:</b> 830L <b>ELL:</b> <i>Hard Times</i> <b>Lexile:</b> 520L <b>B:</b> <i>Woodpecker Warriors</i> <b>Lexile:</b> 900L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “The Golden Age of Hollywood” <b>O:</b> “Chicago: Jazz Central” <b>ELL:</b> “Chicago: Jazz Central” <b>B:</b> “A Chance to Work”</p>	<p><b>Academic Vocabulary:</b> <i>assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</i></p> <p>Idioms Puns</p>	<p>Make, Confirm, and Revise Predictions</p> <p>Plot: Characterization</p> <p>Plot: Conflict</p> <p>Text Structure: Compare and Contrast</p>	<p><b>Week 3</b> Prefixes</p> <p><b>Week 4</b> Suffixes -less and -ness <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Rate</p> <p><b>Week 4</b> Accuracy</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Research Report Revise: Sentence Structure Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Adjectives; Capitalization and Punctuation <b>Week 4:</b> Adjectives That Compare; Using More and Most</p>	<p><b>Project:</b> Supporting One Another</p> <p><b>Product:</b> Collage</p> <p><b>Blast:</b> “Shared Experiences”</p>

## Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How do natural events and human activities affect the environment?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Dams: Harnessing the Power of Water” <b>Genre:</b> Argumentative Text</p>	<p>“Should Plants and Animals from Other Places Live Here?” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Case of the Missing Bees</i> <b>Genre:</b> Argumentative Text <b>Lexile:</b> 950L</p> <p><b>Paired Selection</b> “Busy, Beneficial Bees” <b>Genre:</b> Expository Text <b>Lexile:</b> 980L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>The Great Plains</i> <b>Lexile:</b> 760L <b>O:</b> <i>The Great Plains</i> <b>Lexile:</b> 910L <b>ELL:</b> <i>The Great Plains</i> <b>Lexile:</b> 830L <b>B:</b> <i>The Great Plains</i> <b>Lexile:</b> 1020L</p> <p><b>Paired Selections</b> <b>Genre:</b> Persuasive Text <b>A:</b> “Save the Great Plains Wolves” <b>O:</b> “Save the Great Plains Wolves” <b>ELL:</b> “Save the Great Plains Wolves” <b>B:</b> “Save the Great Plains Wolves”</p>	<p><b>Academic Vocabulary:</b> <i>agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</i></p> <p>Root Words</p>	<p>Ask and Answer Questions</p> <p>Charts and Headings</p> <p>Author’s Perspective</p> <p>Puns</p>	<p><b>Week 5</b> Suffix <i>-ion</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Accuracy and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Personal Narrative Expert Model Plan: Sequence Draft: Description</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Comparing with Good and Bad; Irregular Comparative Forms</p>	<p><b>Project:</b> Environmental Changes</p> <p><b>Product:</b> Mock Blog Report</p> <p><b>Blast:</b> “Leaving a Trace”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Is Anybody Out There?”</p>	<p><b>Reader’s Theater:</b> <i>Jane Addams and Hull House</i></p>	<p><b>Passages</b> “Sir Isaac Newton” “Gravity”</p> <p><b>Activities</b> Compare the Passages Investigate Newton’s Laws Record Your Data</p>	<p><b>Passages</b> “Wind in the Great Plains” “Dusting Off with Humor”</p> <p><b>Activities</b> Compare the Passages Write a 1-2-3 Report on Environment</p>	<p><b>Writing Process</b> Personal Narrative Revise: Strong Conclusion Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How do different groups contribute to a cause?</p> <p><b>Genre:</b> Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Hope for the Troops” <b>Genre:</b> Historical Fiction</p>	<p>“Shipped Out” <b>Genre:</b> Historical Fiction <b>Lexile:</b> 810L <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Unbreakable Code</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 640L</p> <p><b>Paired Selection</b> “Allies in Action” <b>Genre:</b> Expository Text <b>Lexile:</b> 870L</p>	<p><b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>A:</b> <i>Mrs. Gleeson’s Records</i> <b>Lexile:</b> 730L <b>O:</b> <i>Norberto’s Hat</i> <b>Lexile:</b> 770L <b>ELL:</b> <i>Norberto’s Hat</i> <b>Lexile:</b> 640L <b>B:</b> <i>The Victory Garden</i> <b>Lexile:</b> 900L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Scrap Drives and Ration Books” <b>O:</b> “The Bracero Program” <b>ELL:</b> “The Bracero Program” <b>B:</b> “Gardening for Uncle Sam”</p>	<p><b>Academic Vocabulary:</b> <i>bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival</i></p> <p>Homophones</p> <p>Literal and Figurative Language</p>	<p>Summarize</p> <p>Plot: Flashback</p> <p>Theme</p> <p>Print and Graphic Features</p>	<p><b>Week 1</b> Words with Greek Roots</p> <p><b>Week 2</b> Words with Latin Roots <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression and Phrasing</p> <p><b>Week 2</b> Intonation</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Historical Fiction Expert Model Plan: Characters Draft: Develop Plot</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails <b>Week 2:</b> Adverbs That Compare; Using good, well; more, most; -er, -est</p>	<p><b>Project:</b> World War II</p> <p><b>Product:</b> Cause/Effect Chart</p> <p><b>Blast:</b> “Outstanding Contributions”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How are living things adapted to their environment?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Bacteria: They’re Everywhere” <b>Genre:</b> Expository Text</p>	<p>“Mysterious Oceans” <b>Genre:</b> Expository Text <b>Lexile:</b> 980L <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Survival at 40 Below</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 990L</p> <p><b>Paired Selection</b> “Why the Evergreen Trees Never Lose Their Leaves” <b>Genre:</b> Pourquoi Story <b>Lexile:</b> 850L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Cave Creatures</i> <b>Lexile:</b> 760L <b>O:</b> <i>Cave Creatures</i> <b>Lexile:</b> 900L <b>ELL:</b> <i>Cave Creatures</i> <b>Lexile:</b> 750L <b>B:</b> <i>Cave Creatures</i> <b>Lexile:</b> 1010L</p> <p><b>Paired Selections</b> <b>Genre:</b> Pourquoi Story <b>A:</b> “Why Bat Flies at Night” <b>O:</b> “Why Bat Flies at Night” <b>ELL:</b> “Why Bat Flies at Night” <b>B:</b> “Why Bat Flies at Night”</p>	<p><b>Academic Vocabulary:</b> <i>adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</i></p> <p>Context Clues: Paragraph Clues</p> <p>Sound Devices</p>	<p>Ask and Answer Questions</p> <p>Maps</p> <p>Text Structure: Cause and Effect</p> <p>Character Perspective</p>	<p><b>Week 3</b> Words from Mythology</p> <p><b>Week 4</b> Number Prefixes <i>uni-, bi-, tri-, cent-</i> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy and Rate</p> <p><b>Week 4</b> Expression and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Historical Fiction Revise: Dialogue and Pacing Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Negatives; Correct Double Negatives <b>Week 4:</b> Sentence Combining; Commas and Colons</p>	<p><b>Project:</b> Animal Adaptations</p> <p><b>Product:</b> Slideshow</p> <p><b>Blast:</b> “Blending In”</p>

## Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> What can our connections to the world teach us?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “The Beat” <b>Genre:</b> Lyric Poetry</p>	<p>“To Travel!,” “Wild Blossoms” <b>Genre:</b> Lyric and Narrative Poetry <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “You Are My Music (Tú eres mi música),” “You and I” <b>Genre:</b> Lyric and Narrative Poetry <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> “A Time to Talk” <b>Genre:</b> Lyric Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>Your World, My World</i> <b>Lexile:</b> 730L <b>O:</b> <i>Flying Home</i> <b>Lexile:</b> 790L <b>ELL:</b> <i>Flying Home</i> <b>Lexile:</b> 610L <b>B:</b> <i>Helping Out</i> <b>Lexile:</b> 940L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poetry <b>A:</b> “Do I Know You?” <b>O:</b> “Tell Me, Show Me” <b>ELL:</b> “Fun and Play” <b>B:</b> “A Journalistic Journey”</p>	<p><b>Academic Vocabulary:</b> <i>blares, connection, errand, exchange</i></p> <p><b>Poetry Terms:</b> <i>personification, assonance, consonance, imagery</i></p> <p>Personification</p>	<p>Assonance and Consonance</p> <p>Lyric and Narrative</p> <p>Point of View and Perspective</p> <p>Imagery</p>	<p><b>Week 5</b> Suffixes <i>-ible, -able</i> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Expression and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Narrative Poem Expert Model Plan: Characters, Setting, and Plot Draft: Figurative Language</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Prepositional Phrases; Pronouns in Prepositional Phrases</p>	<p><b>Project:</b> Connections</p> <p><b>Product:</b> Email</p> <p><b>Blast:</b> “Be Nice”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “The Tortoise and the Solar Plant”</p>	<p><b>Reader’s Theater:</b> <i>Round the World with Nellie Bly</i></p>	<p><b>Passages</b> “Sarah Winnemucca: Word Warrior” “Sequoyah’s Gift”</p> <p><b>Activities</b> Compare the Passages Research Historical Information Write About a Memory</p>	<p><b>Passages</b> “Wonders of the Water Cycle” “An Ocean of Adaptations”</p> <p><b>Activities</b> Compare the Passages Observe Water Molecules in Action</p>	<p><b>Writing Process</b> Narrative Poem Revise: Concrete Words and Sensory Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>