Unit 1: Eureka! I’ve Got It

Big Idea: Where can an idea begin?  
35 days to complete unit

Week 1: Meeting A Need  
5 days for week 1

Essential Question(s):  
How do we get things we need?

Vocabulary:  
afford       loan       profit       prosper    
risk         savings     scarce        wages

Common Core ELA Standards:

Use context to confirm or self-correct word recognition and understanding, rereading as necessary RF.5.4c
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text RL.5.3
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.5.1
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text RL.5.7
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably RI.5.9
Use context as a clue to the meaning of a word or phrase L.5.4a
Acquire and use accurately grade appropriate general academic and domain specific words and phrases L.5.6
Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly SL.5.1b

INTRODUCE:

Background Knowledge; Vocabulary
Interactive Read Aloud: Finding a Way

TEACH:

Close Read: A Fresh Idea
Mini Lesson: Reread, Sequence, Realistic Fiction, Context Clues, Writing Traits

APPLY:

Close Read and Paired Text: “One Hen”
“Banks: Their Business and Yours”

DIFFERENTIATE: IRLA Reading/Small group Instruction – Leveled Readers

Targeted Skill: Character, Setting, Plot, Sequence
INTEGRATE: Whole Group

Research and Inquiry – Venn Diagram, T28 W.5.7
Text Connections- Compare how people get what they need T29 RL.5.9, SL.5.1d
Writing About Reading- Write an Analysis T29 RL.5.7, W.5.9

ASSESS: Weekly Assessment: 1 - 12

Week 1 Assessments/Benchmarks
Reading: Comprehension: Character, Setting, Plot, Sequence RL.5.3
Writing: Writing About Text RL.3.3, W.5.9a
Language: Vocabulary: Context Clues, Sentence Clues L.5.4a
Unit 1: Eureka! I've Got It

Big Idea: Where can an idea begin?

35 days to complete unit

Week 2: Trial and Error

5 days for week 2

Essential Question(s):
What can lead us to rethink an idea?

Vocabulary:
accomplish
anxious
decipher
distracted
assemble
distracted
navigate
options
retrace

READING

Common Core ELA Standards:
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context RF.5.3a
Use context to confirm or self-correct word recognition and understanding, rereading as necessary RF.5.4c
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.5.1
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text RL.5.3
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably RI.5.9
Acquire and use accurately grade appropriate general academic and domain specific words and phrases L.5.6
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L.5.5b

INTRODUCE:
Background Knowledge; Vocabulary
Interactive Read Aloud: Shelter in a Storm

TEACH:

Close Read: “Whitewater Adventure”
Mini Lesson: Reread, Problem and Solution, Realistic Fiction, Idioms, Writing Traits

APPLY:

Close Read and Paired Text: “Second Day, First Impressions”
“Lost in the Museum Wings”

DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers
Targeted Skill: Character, Setting, Plot, Problem and Solution T84 – T85
INTEGRATE: Whole Group

Research and Inquiry – Time Line, T92 RI.5.7
Text Connections – Compare Stories, T93 RL.5.9; SL.5.1d
Writing About Reading - Write an Analysis, T93 W.5.9


Week 2 Assessment/Benchmarks
Reading: Comprehension: Text Structure: Cause and Effect RI.5.3
Writing: Writing About Text RI.5.3, W.5.9b
Language: Vocabulary: Homographs L.5.5c
# Unit 1: Eureka! I’ve Got It

**Big Idea:** Where can an idea begin?

**35 days to complete unit**

## Week 3: Seeing For Yourself (Social Studies)

**5 days for week 3**

### Essential Questions:
How can experiencing nature change the way you think about it?

### Vocabulary:
- debris
- emphasis
- generations
- indicated
- encounter
- spectacular
- sheer
- naturalist

### Common Core ELA Standards:
- **RF.5.4b:** Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RL.5.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts.
- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### INTRODUCE:
- Background Knowledge; Vocabulary
- Interactive Read Aloud: Capturing the Natural World

### TEACH:
- **Close Read:** “A Life in the Woods”
- **Mini Lesson:** Ask and Answer Questions, Cause and Effect, Narrative Nonfiction, Homographs, Writing Traits

### APPLY:
- **Close Read and Paired Text:** “A Walk with Teddy”
  - “Camping with the President”

### DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers
- Targeted Skill: Cause and Effect
<table>
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<th>INTEGRATE: Whole Group</th>
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| Research and Inquiry – Promotional Map T156  **W.5.7**  
Text Connections- Compare Evidence T157  **RI.5.9, SL.5.1d**  
Writing About Reading- Write an Analysis T157  **W.5.9** |

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<td><strong>Week 3 Assessments/Benchmarks</strong></td>
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| Reading: Comprehension: Text Structure: Cause and Effect **RI.5.3**  
Writing: Writing About Text  **RI.5.3, W.5.9b**  
Language: Homographs **L.5.5c** |
Unit 1: Eureka! I've Got It

Big Idea: Where can an idea begin?

35 days to complete unit

Week 4: Inventions (Science)

5 days for week 4

Essential Question(s):
How does technology lead to creative ideas?

Vocabulary:
- breakthrough
- captivated
- devices
- enthusiastically
- passione
- patents
- claimed
- envisioned

READING

Common Core ELA Standards:

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context RF.5.3a

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts RI.5.3

Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts RI.5.5

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably RI.5.9

Determine or clarify the meaning of unknown and multiple meaning words and phrases using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word L.5.4.b

Spell grade appropriate words correctly, consulting references as needed L.5.2e

Acquire and use accurately grade appropriate general academic and domain specific words and phrases L.5.6

Engage effectively in a range of collaborative discussions with diverse partners SL.5.1b

INTRODUCE:

Background Knowledge; Vocabulary
Interactive Read Aloud: A Pioneer of Photography

TEACH:

Close Read: “Fantasy Becomes Fact”
Mini Lesson: Ask and Answer Questions, Sequence, Biography, Greek Roots, Writing Traits

APPLY:

Close Read and Paired Text: “The Boy Who Invented TV”
“Time to Invent”

DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers

Targeted Skill: Text Structure, Sequence T212- T213
### ASSESS: Weekly Assessment: 37-48

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<th>Week 4 Assessments/Benchmarks</th>
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<td><strong>Reading:</strong> Comprehension: Text Structure: Sequence <a href="#">RI.5.5</a></td>
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<td><strong>Writing:</strong> Writing About Text <a href="#">RI.5.5, W.5.9b</a></td>
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<td><strong>Language:</strong> Vocabulary: Greek Roots <a href="#">L.5.4</a></td>
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</table>
# Unit 1: Eureka! I’ve Got It

## Big Idea: Where can an idea begin?

- **35 days to complete unit**

## Week 5: Time for Kids (Science)

- **5 days for week 5**

## Essential Question(s):
What are the positive and negative effects of new technology?

## Vocabulary:
- access
- advance
- analysis
- cite
- counterpoint
- drawbacks
- reasoning
- data

## Common Core ELA Standards:
- **RF5.3.a** Know and Apply grade level phonics and word analysis skills in decoding words
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- **RI.5.10** Summarize a written text read aloud or information presented in diverse media and formats
- **L.5.6** Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- **SL.5.2** 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 or themes; speak clearly at an understandable pace

## INTRODUCE:
- Background Knowledge; Vocabulary
- Interactive Read Aloud: Electronic Books, A New Way to Read

## TEACH:
- Close Read: “Are Electronic Devices Good for Us?”
- Mini Lesson: Reread, Author’s Point of View, Persuasive Article, Greek and Latin Prefixes, Writing Traits

## APPLY:
- Close Read and Paired Text: “The Future of Transportation”
  - “Getting from Here to There”

## DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers
- Targeted Skill: Author’s Point of View T276 – T277
## INTEGRATE: Whole Group

- Research and Inquiry – Present a Persuasive Speech, T284  **W.5.7, SL.5.4**
- Text Connections- Compare Information  **RI.5.9, SL.5.1d**
- Writing About Reading- Write an Analysis  **W.5.9, RI.5.4**

## ASSESS: Weekly Assessment: 37-48

**Week 5 Assessments/Benchmarks**

- **Reading:** Comprehension: Author’s Point of View  **RI.6.6, RI.5.8**
- **Writing:** Writing About Text  **RI.6.6, RI.5.8, W.5.9b**
- **Language:** Vocabulary: Greek and Latin Prefixes  **L.5.4.b**
Unit 1 Assessment Week

3 days for assessment

Week 6:

READING

Common Core ELA Standards:

- Read with significant accuracy and fluency to support comprehension [RF.5.4]
- Read grade-level text with purpose and understanding [RF.5.4a]
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression [RF.5.4b]
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary [RF.5.4c]
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts [RI.5.5]
- 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 keyboarding skills to type a minimum of two pages in a single sitting [W.5.6]
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic [W.5.7]
- Recall relevant information from past 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 [W.5.8]

DAY 1:

Reader’s Theater Practice “It Couldn’t Be Done” T326 (see PDF online pgs 2-4)
Continue Independent Reading

DAY 2:

Reader’s Theater Performance “It Couldn’t Be Done” T454 (see PDF online pgs 2-4)
Continue Independent Reading

DAY 3:

Reading Digitally: “Take It From Nature”, T328
Assessment pages 1-12
Research and Inquiry Projects, T330 – T331

DAY 4:

Write about Reading: Summarize “Take It From Nature,” T329
Assessment pages 13-18
Research and Inquiry Projects

DAY 5:

Assessment pages 19 -23
Present Research Inquiry Projects