Unit 2: Taking the Next Step

| Big Idea: What does it take to put a plan into action? | 35 days to complete unit |

Week 1: Reading a Compromise (Science) | 5 days for week 1

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>What do good problem solvers do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary:</td>
<td>resolve</td>
</tr>
<tr>
<td></td>
<td>debate</td>
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<tr>
<td></td>
<td>situation</td>
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READING

Common Core ELA Standards:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1b

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.3

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships L.5.6

Compare and contrast the most important points and key details presented in two texts on the same topic. RL.5.9

INTRODUCE:

Background Knowledge and Vocabulary development
Interactive Read Aloud The Mayflower Compact:

TEACH:

Close Read: “Creating A Nation”
Mini Lesson: Reread, Text Structure: Problem and Solution, Expository Text, Context Clues
**APPLY:**

Close Read: “Who Wrote the U.S. Constitution?”

**DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers**

Targeted Skill: Problem and Solution

**INTEGRATE: Whole Group**

Research and Inquiry – Venn Diagram, T28
Text Connections- Compare Problem Solving Processes, T29
Writing About Reading- Write an Analysis T29

**ASSESS: Weekly Assessments 61-72**

**Week 1 Assessments**

<table>
<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>Text Structure, Problem and Solution RL5.3</td>
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<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Writing about text</td>
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<table>
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<tr>
<th>Language</th>
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<tbody>
<tr>
<td>Vocabulary: Context Clues: Definitions and Restatements L.5.4a</td>
</tr>
</tbody>
</table>

**Week 2: Realistic Fiction**

- **5 days for week 2**

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
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<tbody>
<tr>
<td>What can lead us to rethink an idea?</td>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>accomplish</td>
</tr>
<tr>
<td>decipher</td>
</tr>
<tr>
<td>options</td>
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<tr>
<td>retrace</td>
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</tbody>
</table>

**READING**

- **Objectives and 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 the most important points and key details presented in two texts on the same topic. RL.5.9*
  *By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4 – 5 text complexity band independently and proficiently. RL.5.10*
  *Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.5.3*
  *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 and Vocabulary development
Weekly Concept: Trial and Error

**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**
Targeted Skill: Character, Setting, Plot, Problem and Solution  T84 – T85

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

**ASSESS: Weekly Assessments 73-84**

**Week 2 Assessments**
**Reading:** Text Structure, Problem and Solution **RL5.3**
**Writing:** Writing about text
**Language:** Vocabulary: Context Clues: Definitions and Restatements **L.5.4a**

**Unit 2 Eureka! I've Got It**

**Big Idea:** Seeing For Yourself (Social Studies) **35 days to complete unit**

**Week 3: Nonfiction** **5 days for week 3**
<table>
<thead>
<tr>
<th>Objectives and Common Core ELA Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings <strong>RF.5.4b</strong></td>
</tr>
<tr>
<td>Describe how a narrator’s or speaker’s point of view influences how events are described <strong>RL.5.6</strong></td>
</tr>
<tr>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text <strong>RI. 5.1</strong></td>
</tr>
<tr>
<td>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts <strong>RI.5.3</strong></td>
</tr>
<tr>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent <strong>RI.5.6</strong></td>
</tr>
<tr>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic. <strong>RL.5.9</strong></td>
</tr>
<tr>
<td>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <strong>SL.5.2</strong></td>
</tr>
<tr>
<td>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions <strong>SL.5.1d</strong></td>
</tr>
</tbody>
</table>

| INTRODUCE: |
| Background Knowledge  and Vocabulary development |
| Weekly Concept: Seeing for Yourself |

| 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 : “A Walk with Teddy” – Camping with the President |

| DIFFERENTIATE: IRLA Reading |
| Targeted Skill: Cause and Effect |

| INTERGRATE: Whole Group |
| 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** |

| ASSESS:  Weekly Assessments  85-96 |
| Week 3 Assessments |
| 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:** Inventions (Science)  
35 days to complete unit

**Week 4: Biography**  
5 days for week 4

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

## Vocabulary:  
- breakthrough
- captivated
- devices
- enthusiastically
- passionate
- patents
- envisioned

## Objectives and Common Core ELA Standards:

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

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

- **RL.5.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

- **L.5.4.b** 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.5.6** Acquire and use accurately grade appropriate general academic and domain specific words and phrases.

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

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

## INTRODUCE:

- Background Knowledge and Vocabulary development  
- Inventions

## TEACH:

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

## APPLY:

- **Close Read:** The Boy Who Invented TV; “Time to Invent”
**DIFFERENTIATE: IRLA Reading**

Targeted Skill: Text Structure, Sequence T212- T213

**INTERGRATE: Whole Group**

Research and Inquiry –Shared Research Board , T220  **W.5.7**  
Text Connections- Compare Information T221  **RI.5.9, SL.5.1d**  
Writing About Reading- Write an Analysis T221  **W.5.9**

**ASSESS: Weekly Assessments  97-108**

**Week 4 Assessments**

Reading: Comprehension: Text Structure: Sequence  **RI.5.5**  
Writing: Writing About Text  **RI.5.5, W.5.9b**  
Language: Vocabulary: Greek Roots  **L.5.4b**

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**Unit 1 : Eureka! I've Got It**

Big Idea: Time For Kids (Science)  
35 days to complete unit

**Week 5: Persuasive Article**  
5 days for week 5

**Essential Question(s):**

What are the positive and negative effects of new technology?

**Vocabulary:**

access  
counterpoint  
data  
advocate  
cite  
drawbacks  
reasoning

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**READING**

**Objectives and Common Core ELA Standards:**

*Know and Apply grade level phonics and word analysis skills in decoding words  **RF5.3.a**  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent  **RI.5.6**  
Explain how an author uses reasons and evidence to support particular points in a text  **RI.5.8***
### Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text  **RI.6.6**

- Compare and contrast the most important points and key details presented in two texts on the same topic. **RL.5.9**

### Summarize a written text read aloud or information presented in diverse media and formats  **SL.5.2**

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

### 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  **SL.5.4**

### INTRODUCE:

- Background Knowledge and Vocabulary development
- Weekly Concept: New Technology

### 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:** The Future of Transportation
  - “Getting from Here to There” – Literature Anthology 90 - 95

### DIFFERENTIATE: IRLA Reading

- Targeted Skill: Author’s Point of View T276 – T277

### INTERGRATE: Whole Group

- Research and Inquiry –Present a Persuasive Speech, T284  **W.5.7, SL.5.4**
- Text Connections- Compare Information T285  **RI.5.9, SL.5.1d**
- Writing About Reading- Write an Analysis  **T285 W.5.9, RI.5.4**

### ASSESS: Weekly Assessments 109-120

#### Week 5 Assessments

- **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.5.4b**
### Common Core ELA Standards:

- Read with significant accuracy and fluency to support comprehension RF.5.4
- Read on-level text with purpose and understanding RF.5.4a
- Read on-level text accurately and fluently RF.5.4b
- Know and use various text features to locate information in a text RI.5.5
- Participate in research and writing projects W.5.7
- 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 W.5.6
- 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** “A Boy Named Abe” T326  *(see PDF online pgs 2-3, 5-13)*
- Continue Independent Reading

### DAY 2:
**Reader's Theater Performance** “A Boy Named Abe” T326  *(see PDF online pgs 2-3, 5-13)*
- Continue Independent Reading Groups

### DAY 3:
**Close Read:** “Road to Ruin?” read digitally, T328
- Assessment pages 27-37
- Research and Inquiry Projects, T329

### DAY 4:
**Write about Reading:** Time for Kids “Road to Ruin?” T328
- Assessment pages 38-45

### DAY 5:
- Assessment pages 45-51
- Present Research Inquiry Projects