# Unit 4: It's Up to You

**Big Idea:** How do we decide what's important?  
**35 days to complete unit**

## Week 1: Sharing Stories  
**5 days for week 1**

### Essential Question(s):
- What kinds of stories do we tell?
- Why do we tell them?

### Vocabulary:
- commenced
- heroic
- sauntered
- deeds
- impress
- wring
- exaggeration
- posed

## Common Core ELA Standards:

*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](#)

*Describe how a narrator's or speaker's point of view influences how events are described* [RL.5.6](#)

*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably* [RI.5.9](#)

*Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes* [L.5.4](#)

*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](#)

*Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally* [SL.5.2](#)

*Describe characters in a story and explain how their actions contribute to the sequence of events* [RL.3.3](#)

### INTRODUCE:
- Background Knowledge; Vocabulary
- Interactive Read Aloud: “The Legend of John Henry”

### TEACH:
- **Close Read:** “How Mighty Kate Stopped the Train”
- **Mini Lesson:** Visualize, Point of View, Tall Tale, Synonyms and Antonyms, Writing Traits

### APPLY:
- **Close Read and Paired Text:** “Davy Crockett Saves the World!”
  - “How Grandmother Spider Stole the Sun”
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### Unit 4: It's Up to You

**Big Idea:** How do we decide what's important?  
**35 days to complete unit**

### Week 2: Discoveries  
**5 days for week 2**

**Essential Question(s):**  
What can you discover when you give things a second look?

**Vocabulary:**  
- astounded
- concealed
- interpret
- perplexed
- precise
- reconsider
- suspicious

### 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**
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes **RL.5.4**
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem **RL.5.5**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably **RL.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: “The Mystery Riddle”

### TEACH:

- **Close Read:** “Where’s Brownie?”
- **Mini Lesson:** Visualize, Point of View, Mystery Play, Adages and Proverbs, Writing Traits

### APPLY:

- **Close Read and Paired Text:** “A Window Into History” – The Mystery of the Cellar Window  
  “A Second Chance for Chip”

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

- Targeted Skill: Visualize; Point of View
INTEGRATE: Whole Group

Research and Inquiry – Summary T92  
Text Connections – Compare Discoveries T93  
Writing About Reading- Write an Analysis,T93

ASSESS: Weekly Assessment: 193-204

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<td>Writing: Writing About Text</td>
<td><strong>RI.5.1, RL.5.6 W.5.9b</strong></td>
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<tr>
<td>Language: Vocabulary: Adages and Proverbs</td>
<td><strong>L.5.5b</strong></td>
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# Unit 4: It’s Up to You

## Big Idea: How do we decide what’s important?

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## Week 3: Take Action (Social Studies)

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### Essential Question(s):
What can people do to bring about a positive change?

### Vocabulary:
- anticipation
- defy
- neutral
- entitled
- sought
- outspoken
- unequal
- reserved

## Reading

### Common Core ELA Standards:
- Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings [RF.5.4b](#)
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text [RI.5.1](#)
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text [RI.5.2](#)
- 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, identifying which reasons and evidence support which point(s) [RI.5.8](#)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably [RI.5.9](#)
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions [SL.5.1d](#)

## Introduce:
- Background Knowledge; Vocabulary
- Interactive Read Aloud: “Fighting For Change”

## Teach:
- Close Read: “Frederick Douglass: Freedom’s Voice”
- Mini Lesson: Summarize, Author’s Point of View, Biography, Prefixes and Suffixes, Writing Traits

## Apply:
- Close Read and Paired Text: “Rosa”
  - “Our Voices, Our Votes”

## Differentiate: IRLA Reading/Small Group Instruction – Leveled Readers

Targeted Skill: Summarize; Author’s Point of View
INTEGRATE: Whole Group

Research and Inquiry – Research Plan T156
Text Connections- Compare Positive Changes T157
Writing About Reading- Write an Analysis T157

ASSESS: Weekly Assessment: 205-216

Week 3 Assessments/Benchmarks
Reading: Comprehension: Author’s Point of View RI.5.8
Writing: Writing About Text RI.5.6, W.5.9b
Language: Prefixes and Suffixes L.5.3
# Unit 4: It’s Up to You

**Big Idea:** How do we decide what’s important?  
35 days to complete unit

## Week 4: Consider Our Resources (Science)
5 days for week 4

### Essential Question(s):

- Why are natural resources valuable?

### Vocabulary:

- absorb
- affect
- conserve
- cycle
- circulates
- necessity
- seeps
- glaciers

### 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.5.2**: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.8**: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.9**: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **L.5.2e**: Spell grade appropriate words correctly, consulting references as needed.
- **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 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.5.2**: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### INTRODUCE:

- Background Knowledge; Vocabulary
- Interactive Read Aloud: “Minerals”

### TEACH:

- Close Read: “Power From Nature”
- Mini Lesson: Summarizing, Author’s Point of View, Expository Text, Context Clues, Writing Traits

### APPLY:

- Close Read and Paired Text: ‘One Wolf’  
  “The Dirt on Dirt”
DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers

Targeted Skill: Summarize; Author's Point of View

INTEGRATE: Whole Group

Research and Inquiry – Summary T220
Text Connections- Compare Natural Resources T221
Writing About Reading- Write an Analysis T221

ASSESS: Weekly Assessment: 217-228

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<th>Week 4 Assessments/Benchmarks</th>
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<tr>
<td>Reading: Comprehension: Author’s Point of View <strong>RI.5.8</strong></td>
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<tr>
<td>Writing: Writing About Text <strong>RI.5.5, W.5.9b</strong></td>
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<tr>
<td>Language: Vocabulary: Context Clues, Definitions and Restatements <strong>L.5.4a</strong></td>
</tr>
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</table>
**Unit 4: It’s Up to You**

**Big Idea: How do we decide what’s important?**

- 35 days to complete unit

**Week 5: Express Yourself**

- 5 days for week 5

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
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<tr>
<td>How do you express that something is important to you?</td>
<td>barren</td>
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<tr>
<td></td>
<td>plumes</td>
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<tr>
<td></td>
<td>meter</td>
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**Common Core ELA Standards:**

- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text **RL.5.2**
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes **RL.5.4**
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem **RL.5.5**
- Describe how a narrator’s or speaker’s point of view influences how events are described **RL.5.6**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably **RI.5.9**

**INTRODUCE:**

- Background Knowledge; Vocabulary
- Interactive Read Aloud: “I’m a Swimmer”

**TEACH:**

- **Close Read:** “How do I hold the Summer?”, “Catching A Fly”, and “When I Dance”
- **Mini Lesson:** Lyric and Free Verse Poem, Theme, Stanza and Meter, Simile and Metaphor, Writing Traits

**APPLY:**

- **Close Read and Paired Text:** “Words Free As Confetti” and “Dreams”
  - “A Story for how a Wall Stands”

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

- Targeted Skill: Theme; Stanza and Meter
### INTEGRATE: Whole Group

Research and Inquiry – Response to a Famous Speech  T284  
Text Connections- Compare Means of Expression T285  
Writing About Reading- Write an Analysis  T285

### ASSESS: Weekly Assessment: 229-240

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<td>Week 6:</td>
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<tr>
<td><strong>READING</strong></td>
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<tr>
<td><strong>Common Core ELA Standards:</strong></td>
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<tr>
<td>Read with significant accuracy and fluency to support comprehension <strong>RF.5.4</strong></td>
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<tr>
<td>Read grade-level text with purpose and understanding <strong>RF.5.4a</strong></td>
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<tr>
<td>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression <strong>RF.5.4b</strong></td>
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<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary <strong>RF.5.4c</strong></td>
</tr>
<tr>
<td>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts <strong>RI.5.5</strong></td>
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<tr>
<td>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 <strong>W.5.6</strong></td>
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<tr>
<td>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic <strong>W.5.7</strong></td>
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<td>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 <strong>W.5.8</strong></td>
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<td><strong>DAY 1:</strong></td>
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<td>Reader’s Theater Practice “The Golden Door”, T326 (see PDF online pgs 2-3, 32-56)</td>
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<td>Continue Independent Reading</td>
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<td><strong>DAY 2:</strong></td>
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<td>Reader’s Theater Performance “The Golden Door”, T326 (see PDF online pgs 2-3, 32-56)</td>
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<td>Continue Independent Reading</td>
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