



# Grade 5 • Unit 1 • Scope and Sequence

Big Idea: Eureka! I've Got It!  How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Meeting a Need</p> <p><b>Essential Question:</b> How do we get the things we need?</p>	<p><b>Title:</b> Finding a Way <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> A Fresh Idea <b>Lexile:</b> 760 <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Sequence</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Sequence <b>Main Selection Title:</b> <i>One Hen</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 810 <b>Paired Selection Title:</b> <i>Banks: Their Business and Yours</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 850</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Sequence <b>Main Selection Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Parker's Plan</i> O: <i>Can-do Canines</i> E: <i>Can-do Canines</i> B: <i>Cleaning Up the Competition</i> <b>Paired Selection Genre:</b> Expository Text <b>Titles:</b> A: <i>Taking Care of Your Money</i> O: <i>You Can Bank on It</i> E: <i>You Can Bank on It</i> B: <i>Growing Money</i></p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas; Genre <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Organization; Sentence Structure; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>afford, loan, profit, prosper, risk, savings, scarce, wages</i> <b>Additional Domain Words:</b> <i>transport, comb, wares</i> <b>Additional Academic Words:</b> <i>Venn diagram, descriptive details</i> <b>Vocabulary Strategy:</b> Context Clues: Synonyms</p>	<p><b>Phonics/Spelling Skill:</b> Short Vowels</p>	<p>Expression and Accuracy</p>	<p><b>Writing Trait:</b> Ideas: Descriptive Details <b>Grammar Skill:</b> Sentences <b>Grammar Mechanics:</b> Punctuate sentences <b>Write to Sources:</b> RWW: <i>A Fresh Idea</i> LA: <i>One Hen</i> <b>YTPB:</b> Building the Community <b>Write to Research:</b> Write a comparison <b>Write About Reading:</b> Analyze how illustrations contribute to a text's meaning</p>	<p><b>Weekly:</b> Money and Loans</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Trial and Error</p> <p><b>Essential Question:</b> What can lead us to rethink an idea?</p>	<p><b>Title:</b> Shelter in a Storm <b>Genre:</b> Realistic Fiction, Adventure <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> Whitewater Adventure <b>Lexile:</b> 760 <b>Genre:</b> Realistic Fiction, Adventure <b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selection Title:</b> <i>Second Day, First Impressions</i> <b>Genre:</b> Realistic Fiction, Adventure <b>Lexile:</b> 800 <b>Paired Selection Title:</b> <i>Lost in the Museum Wings</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 720</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selection Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Dog Gone</i> O: <i>Shhh! It's a Surprise!</i> E: <i>Shhh! It's a Surprise!</i> B: <i>Lost and Found</i> <b>Paired Selection Genre:</b> Folktale <b>Titles:</b> A: <i>Lights Out!</i> O: <i>The Perfect Gift</i> E: <i>The Perfect Gift</i> B: <i>It's a Challenge</i></p>	<p><b>Reading/Writing Workshop:</b> Organization; Connection of Ideas <b>Literature Anthology:</b> Specific Vocabulary; Genre; Connection of Ideas; Sentence Structure; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>accomplish, anxious, assemble, decipher, distracted, navigate, options, retrace</i> <b>Additional Domain Word:</b> <i>monarchs</i> <b>Additional Academic Words:</b> <i>suspense, solution</i> <b>Vocabulary Strategy:</b> Idioms</p>	<p><b>Phonics/Spelling Skill:</b> Long Vowels</p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Voice: Style and Tone <b>Grammar Skill:</b> Subjects and Predicates <b>Grammar Mechanics:</b> Commas <b>Write to Sources:</b> RWW: <i>Whitewater Adventure</i> LA: <i>Second Day, First Impressions</i> YTPB: <i>A Race Against the Clock</i> <b>Write to Research:</b> Write a comparison <b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Great Inventions</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Seeing for Yourself</p> <p><b>Essential Question:</b> How can experiencing nature change the way you think about it?</p>	<p><b>Title:</b> Capturing the Natural World <b>Genre:</b> Narrative Nonfiction <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> A Life in the Woods <b>Lexile:</b> 770 <b>Genre:</b> Narrative Nonfiction <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Text Features:</b> Secondary and Primary Sources</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill: Text Structure:</b> Cause and Effect <b>Main Selection Title:</b> <i>Camping with the President</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 760 <b>Paired Selection Title:</b> <i>A Walk with Teddy</i> <b>Genre:</b> Autobiography <b>Lexile:</b> 910</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selections Genre:</b> Narrative Nonfiction <b>Titles:</b> A: <i>Save This Space!</i> O: <i>Save This Space!</i> E: <i>Save This Space!</i> B: <i>Save This Space!</i> <b>Paired Selection Genre:</b> Folktale <b>Titles:</b> A: <i>The Journey of Lewis and Clark</i> O: <i>The Journey of Lewis and Clark</i> E: <i>The Journey of Lewis and Clark</i> B: <i>The Journey of Lewis and Clark</i></p>	<p><b>Reading/Writing Workshop:</b> Purpose; Connection of Ideas <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Sentence Structure; Purpose; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</i> <b>Additional Domain Words:</b> <i>bully, dee-lighted, day-to-day, centuries-old, cinnamon-colored, ringed, abundance, abundant</i> <b>Vocabulary Strategy:</b> Homographs</p>	<p><b>Phonics/Spelling Skill:</b> Words with /ū/, ũ, and /ü/</p>	<p>Expression and Phrasing</p>	<p><b>Writing Trait:</b> Word Choice: Strong Words <b>Grammar Skill:</b> Compound Sentences and Conjunctions <b>Grammar Mechanics:</b> Punctuation in compound sentences <b>Write to Sources:</b> RWW: <i>A Life in the Woods</i> LA: <i>Camping with the President</i> YTPB: <i>At Home in the Desert</i> <b>Write to Research:</b> Write a description <b>Write About Reading:</b> Analyze cause and effect</p>	<p><b>Weekly Project:</b> National Parks</p>



# Grade 5 • Unit 1 • Scope and Sequence

<b>Big Idea:</b> Think It Through  How can a challenge bring out our best?	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b> <span style="font-size: small;">A: Approaching Level</span> <span style="font-size: small;">O: On Level</span> <span style="font-size: small;">E: ELL</span> <span style="font-size: small;">B: Beyond Level</span>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	<b>Research</b>
<b>Week 4</b>  <b>Weekly Concept:</b> Inventions  <b>Essential Question:</b> How does technology lead to creative ideas?	<b>Title:</b> A Pioneer of Photography <b>Genre:</b> Biography <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> Fantasy Becomes Fact <b>Lexile:</b> 800 <b>Genre:</b> Biography <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Sequence <b>Text Features:</b> Illustrations and Photographs	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Sequence <b>Main Selection Title:</b> The Boy Who Invented TV <b>Genre:</b> Biography <b>Lexile:</b> 860 <b>Paired Selection Title:</b> Time to Invent <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 770	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selections Genre:</b> Biography <b>Titles:</b> <span style="font-size: x-small;">A: Snapshot! The Story of George Eastman</span> <span style="font-size: x-small;">O: Snapshot! The Story of George Eastman</span> <span style="font-size: x-small;">E: Snapshot! The Story of George Eastman</span> <span style="font-size: x-small;">B: Snapshot! The Story of George Eastman</span> <b>Paired Selections Genre:</b> Science Fiction <b>Titles:</b> <span style="font-size: x-small;">A: The Ultimate Birthday</span> <span style="font-size: x-small;">O: The Ultimate Birthday</span> <span style="font-size: x-small;">E: The Ultimate Birthday</span> <span style="font-size: x-small;">B: The Ultimate Birthday</span>	<b>Reading/Writing Workshop:</b> Prior Knowledge; Sentence Structure <b>Literature Anthology:</b> Connection of Ideas; Purpose; Specific Vocabulary; Sentence Structure	<b>Vocabulary Words:</b> <i>breakthrough, captivated, claimed, devices, enthusiastically, envisioned, passionate, patents</i> <b>Additional Domain Words:</b> <i>generator, bombarded, electron, whirl, converter, dissector</i> <b>Additional Academic Words:</b> <i>time-order, relevant details</i> <b>Vocabulary Strategy:</b> Greek Roots	<b>Phonics/Spelling Skill:</b> r-controlled Vowels /är/, /âr/, /ôr/	Expression and Phrasing	<b>Writing Trait:</b> Organization: Sequence <b>Grammar Skill:</b> Complex Sentences <b>Grammar Mechanics:</b> Using commas <b>Write to Sources:</b> RWW: Fantasy Becomes Fact LA: The Boy Who Invented TV YTPB: Mary Anderson and the First Windshield Wipers <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze topic	<b>Weekly:</b> History of a Groundbreaking Invention
<b>Week 5</b>  <b>Weekly Concept:</b> New Technology  <b>Essential Question:</b> What are the positive and negative effects of new technology?	<b>Title:</b> Electronic Books: A New Way to Read <b>Genre:</b> Persuasive Article <b>Strategy:</b> Reread	<b>Short Text:</b> Are Electronic Devices Good for Us? <b>Lexile:</b> 900 <b>Genre:</b> Persuasive Article <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Text Features:</b> Headings and Graphs	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selection Title:</b> The Future of Transportation <b>Genre:</b> Persuasive Article <b>Lexile:</b> 870 <b>Paired Selection Title:</b> Getting From Here to There <b>Genre:</b> Technical Text <b>Lexile:</b> 890	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> <span style="font-size: x-small;">A: What About Robots?</span> <span style="font-size: x-small;">O: What About Robots?</span> <span style="font-size: x-small;">E: What About Robots?</span> <span style="font-size: x-small;">B: What About Robots?</span> <b>Paired Selection Genre:</b> Persuasive Article <b>Titles:</b> <span style="font-size: x-small;">A: No Substitute</span> <span style="font-size: x-small;">O: No Substitute</span> <span style="font-size: x-small;">E: No Substitute</span> <span style="font-size: x-small;">B: No Substitute</span>	<b>Reading/Writing Workshop:</b> Organization <b>Literature Anthology:</b> Purpose; Connection of Ideas; Genre	<b>Vocabulary Words:</b> <i>access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</i> <b>Additional Academic Words:</b> <i>fact, phrasing</i> <b>Vocabulary Strategy:</b> Greek and Latin Prefixes	<b>Phonics/Spelling Skill:</b> r-controlled Vowel /ûr/	Phrasing	<b>Writing Trait:</b> Sentence Fluency: Vary Sentence Structure <b>Grammar Skill:</b> Run-on Sentences and Fragments <b>Grammar Mechanics:</b> Correcting run-on sentences <b>Write to Sources:</b> RWW: Are Electronic Devices Good for Us? LA: The Future of Transportation YTPB: Do Genetically Modified Foods Benefit the World? <b>Write to Research:</b> Write an opinion <b>Write About Reading:</b> Analyze point of view	<b>Weekly:</b> Invention and Technology <b>Unit Level:</b> Research Skill: Beginning Research <b>Unit Project:</b> Self-select and develop from options for unit research projects.
<b>Week 6</b> <b>Review and Assessment</b> <span style="float: right;">➔</span>										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade 5 • Unit 2 • Scope and Sequence

Big Idea: Taking the Next Step  What does it take to put a plan into action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Reaching a Compromise</p> <p><b>Essential Question:</b> What do good problem solvers do?</p>	<p><b>Title:</b> The Mayflower Compact <b>Genre:</b> Expository Text <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> Creating a Nation <b>Lexile:</b> 690 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Problem and Solution <b>Text Features:</b> Headings, Time line</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Problem and Solution <b>Main Selection Title:</b> Who Wrote the U.S. Constitution? <b>Genre:</b> Expository Text <b>Lexile:</b> 760 <b>Paired Selection Title:</b> Parchment and Ink <b>Genre:</b> Expository Text <b>Lexile:</b> 830</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Problem and Solution <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>The Bill of Rights</i> O: <i>The Bill of Rights</i> E: <i>The Bill of Rights</i> B: <i>The Bill of Rights</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>Having Your Say</i> O: <i>Having Your Say</i> E: <i>Having Your Say</i> B: <i>Having Your Say</i></p>	<p><b>Reading/Writing Workshop:</b> Organization; Specific Vocabulary <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Sentence Structure; Genre; Organization; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>committees, convention, debate, proposal, representatives, resolve, situation, union</i> <b>Additional Domain Words:</b> <i>representatives, delegate, executive branch, legislative branch, judicial branch, House of Representatives, Senate, proportional, constitution, preamble</i> <b>Additional Academic Words:</b> <i>focus</i> <b>Vocabulary Strategy:</b> <i>Context Clues: Definitions and Restatements</i></p>	<p><b>Phonics/Spelling Skill:</b> Variant Vowel /ô/; Diphthongs /oi/, /ou/</p>	Rate and Accuracy	<p><b>Writing Trait: Ideas:</b> Main Ideas <b>Grammar Skill:</b> Kinds of Nouns <b>Grammar Mechanics:</b> Capitalizing proper nouns <b>Write to Sources:</b> RWW: Creating a Nation LA: Who Wrote the U.S. Constitution? YTPB: The Oregon Treaty <b>Write to Research:</b> Write a comparison <b>Write About Reading:</b> Analyze problem-solving process</p>	<p><b>Weekly:</b> Articles of Confederation and the U.S. Constitution</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Seeking the Answer</p> <p><b>Essential Question:</b> What can you do to get the information you need?</p>	<p><b>Title:</b> Jack and the King's Rainbow Fish <b>Genre:</b> Fairy Tale <b>Strategy:</b> Make, Confirm, and Revise Predictions</p>	<p><b>Short Text:</b> A Modern Cinderella <b>Lexile:</b> 800 <b>Genre:</b> Fairy Tale <b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Events</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Events <b>Main Selection Title:</b> Where the Mountain Meets the Moon <b>Genre:</b> Fairy Tale <b>Lexile:</b> 820 <b>Paired Selection Title:</b> The Princess and the Pea <b>Genre:</b> Fairy Tale <b>Lexile:</b> 690</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Events <b>Main Selections Genre:</b> Fairy Tale <b>Titles:</b> A: <i>The Bird of Truth</i> O: <i>The Talking Eggs</i> E: <i>The Talking Eggs</i> B: <i>Three Golden Oranges</i> <b>Paired Selections Genre:</b> Mystery <b>Titles:</b> A: <i>The Singers of Bremen</i> O: <i>The Salamander</i> E: <i>The Salamander</i> B: <i>Toads and Diamonds</i></p>	<p><b>Reading/Writing Workshop:</b> Genre; Organization <b>Literature Anthology:</b> Organization; Purpose; Connection of Ideas; Specific Vocabulary; Sentence Structure; Genre</p>	<p><b>Vocabulary Words:</b> <i>circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure</i> <b>Additional Domain Words:</b> <i>pedigree, credentials</i> <b>Additional Academic Words:</b> <i>conflict</i> <b>Vocabulary Strategy:</b> <i>Simile and Metaphor</i></p>	<p><b>Phonics/Spelling Skill:</b> Plurals</p>	Expression and Accuracy	<p><b>Writing Trait:</b> Organization: Strong Openings <b>Grammar Skill:</b> Singular and Plural Nouns <b>Grammar Mechanics:</b> Forming plural nouns <b>Write to Sources:</b> RWW: A Modern Cinderella LA: Where the Mountain Meets the Moon YTPB: The Very Tiny House <b>Write to Research:</b> Write a list <b>Write About Reading:</b> Analyze plot</p>	<p><b>Weekly:</b> Fairy Tales</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Investigations</p> <p><b>Essential Question:</b> How do we investigate questions about nature?</p>	<p><b>Title:</b> Thomas Moran, Landscape Painter <b>Genre:</b> Biography <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> Growing in Place: The Story of E. Lucy Braun <b>Lexile:</b> 690 <b>Genre:</b> Biography <b>Strategy:</b> Reread <b>Skill: Text Structure:</b> Sequence <b>Text Features:</b> Illustrations and Photographs</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Sequence <b>Main Selection Title:</b> The Boy Who Drew Birds <b>Genre:</b> Biography <b>Lexile:</b> 790 <b>Paired Selection Title:</b> Daedalus and Icarus <b>Genre:</b> Myth <b>Lexile:</b> 610</p>	<p><b>Strategy:</b> Reread <b>Skill: Text Structure:</b> Sequence <b>Main Selections Genre:</b> Biography <b>Titles:</b> A: <i>Norman Borlaug and the Green Revolution</i> O: <i>Norman Borlaug and the Green Revolution</i> E: <i>Norman Borlaug and the Green Revolution</i> B: <i>Norman Borlaug and the Green Revolution</i> <b>Paired Selections Genre:</b> Myth <b>Titles:</b> A: <i>Golden Apples</i> O: <i>Golden Apples</i> E: <i>Golden Apples</i> B: <i>Golden Apples</i></p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization <b>Literature Anthology:</b> Purpose; Genre; Specific Vocabulary; Organization; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>behaviors, disappearance, energetic, flurry, migrate, observation, theory, transformed</i> <b>Additional Domain Words:</b> <i>specimens, herbarium, botany, thou, wouldst</i> <b>Additional Academic Words:</b> <i>quotation</i> <b>Vocabulary Strategy:</b> Greek and Latin Suffixes</p>	<p><b>Phonics/Spelling Skill:</b> Inflectional Endings</p>	Expression and Phrasing	<p><b>Writing Trait: Ideas:</b> Supporting Details <b>Grammar Skill:</b> More Plural Nouns <b>Grammar Mechanics:</b> Plural forms and Appositives <b>Write to Sources:</b> RWW: Growing in Place: The Story of E. Lucy Braun LA: The Boy Who Drew Birds YTPB: From Slave to Scientist <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze sequence</p>	<p><b>Weekly:</b> Careers in Nature</p>



# Grade 5 • Unit 2 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> A Plan of Action</p> <p><b>Essential Question:</b> When has a plan helped you accomplish a task?</p>	<p><b>Title:</b> Lost Lake and the Golden Cup</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p>	<p><b>Short Text:</b> The Magical Lost Brocade</p> <p><b>Lexile:</b> 740</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Title:</b> Blancaflor</p> <p><b>Genre:</b> Folktale</p> <p><b>Lexile:</b> 870</p> <p><b>Paired Selection Title:</b> From Tale to Table</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 990</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections Genre:</b> Folktale</p> <p><b>Titles:</b> A: <i>The Lion's Whiskers</i> O: <i>The Riddle of the Drum: A Tale from Mexico</i> E: <i>The Riddle of the Drum: A Tale from Mexico</i> B: <i>Clever Manka</i></p> <p><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: <i>From Fiber to Fashion</i> O: <i>Make a Drum</i> E: <i>Make a Drum</i> B: <i>From Bee to You</i></p>	<p><b>Reading/Writing Workshop:</b> Organization; Genre</p> <p><b>Literature Anthology:</b> Genre; Sentence Structure; Connection of Ideas; Specific Vocabulary; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</i></p> <p><b>Additional Domain Words:</b> <i>ravine, embrace, subsided</i></p> <p><b>Additional Academic Words:</b> <i>foreshadowing, imagery</i></p> <p><b>Vocabulary Strategy:</b> Personification</p>	<p><b>Phonics/Spelling Skill:</b> Contractions</p>	Rate	<p><b>Writing Trait: Organization:</b> Sequence</p> <p><b>Grammar Skill:</b> Possessive Nouns</p> <p><b>Grammar Mechanics:</b> Adding -s or 's</p> <p><b>Write to Sources:</b> RWW: The Magical Lost Brocade LA: Blancaflor YTPB: How the Fly Saved the River</p> <p><b>Write to Research:</b> Write instructions</p> <p><b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Step by Step Planning</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Making It Happen</p> <p><b>Essential Question:</b> What motivates you to accomplish a goal?</p>	<p><b>Title:</b> How to Make a Friend</p> <p><b>Genre:</b> Narrative poem</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Texts:</b> A Simple Plan, Rescue</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Narrative and Free Verse Poetry</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections Title:</b> Stage Fright, Catching Quiet</p> <p><b>Genre:</b> Narrative and Free Verse Poetry</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection Title:</b> Foul Shot</p> <p><b>Genre:</b> Free Verse Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Clearing the Jungle</i> O: <i>I Want to Ride!</i> E: <i>I Want to Ride!</i> B: <i>Changing Goals</i></p> <p><b>Paired Selection Genre:</b> Poetry</p> <p><b>Titles:</b> A: <i>Just for Once</i> O: <i>Home Run</i> E: <i>Smash!</i> B: <i>Today's Lesson</i></p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary</p> <p><b>Literature Anthology:</b> Genre; Organization</p>	<p><b>Vocabulary Words:</b> <i>ambitious, memorized, satisfaction, shuddered</i></p> <p><b>Additional Domain Words:</b> <i>Plot</i></p> <p><b>Additional Academic Words:</b> <i>rhythm, precise language</i></p> <p><b>Vocabulary Strategy:</b> Homographs</p>	<p><b>Phonics/Spelling Skill:</b> Closed Syllables</p>	Expression and Phrasing	<p><b>Writing Trait:</b> Word Choice: Precise Language</p> <p><b>Grammar Skill:</b> Prepositional Phrases</p> <p><b>Grammar Mechanics:</b> Punctuating titles and letters</p> <p><b>Write to Sources:</b> RWW: A Simple Plan, Rescue LA: Stage Fright, Catching Quiet YTPB: Blue Ribbon Dreams</p> <p><b>Write to Research:</b> Write an opinion</p> <p><b>Write About Reading:</b> Analyze structure</p>	<p><b>Poetry and Short Story Reviews</b></p> <p><b>Unit Level: Research Skill:</b> Gathering and Integrating Information</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





# Grade 5 • Unit 3 • Scope and Sequence

Big Idea: Getting from Here to There  What kinds of experiences can lead to new discoveries?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Products: Book Review, Opinion Essay Writing Focus: Opinion	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Cultural Exchange</p> <p><b>Essential Question:</b> What can learning about different cultures teach us?</p>	<p><b>Title:</b> Foods for Thought <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> A Reluctant Traveler <b>Lexile:</b> 770 <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Summarize <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selection Title:</b> They Don't Mean It! <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 870 <b>Paired Selection Title:</b> Where Did That Come From? <b>Genre:</b> Expository Text <b>Lexile:</b> 940</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>All the Way from Europe</i> O: <i>Dancing the Flamenco</i> E: <i>Dancing the Flamenco</i> B: <i>A Vacation in Minnesota</i> <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> A: <i>A Sporting Gift</i> O: <i>Flamenco</i> E: <i>Flamenco</i> B: <i>The Scandinavian State</i></p>	<p><b>Reading/Writing Workshop:</b> Purpose; Connection of Ideas <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Connection of Ideas; Purpose; Genre</p>	<p><b>Vocabulary Words:</b> <i>appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</i> <b>Additional Domain Words:</b> <i>winter solstice</i> <b>Additional Academic Words:</b> <i>traditional, dialogue</i> <b>Vocabulary Strategy:</b> Context Clues: Cause/Effect</p>	<p><b>Phonics/Spelling Skill:</b> Open Syllables</p>	<p>Intonation</p>	<p><b>Writing Trait: Voice:</b> Formal and Informal Voice <b>Grammar Skill:</b> Action Verbs <b>Grammar Mechanics:</b> Subject-verb agreement <b>Write to Sources:</b> RWW: A Reluctant Traveler LA: They Don't Mean It! YTPB: Potluck or Potlatch? <b>Write to Research:</b> Write a description <b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Music or Dance Traditions</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Being Resourceful</p> <p><b>Essential Question:</b> How can learning about nature be useful?</p>	<p><b>Title:</b> Lucia the Hummingbird <b>Genre:</b> Fantasy <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> Survivaland <b>Lexile:</b> 790 <b>Genre:</b> Fantasy <b>Strategy:</b> Summarize <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selection Title:</b> Weslandia <b>Genre:</b> Fantasy <b>Lexile:</b> 900 <b>Paired Selection Title:</b> Plants with a Purpose <b>Genre:</b> Expository Text <b>Lexile:</b> 870</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selections Genre:</b> Fantasy <b>Titles:</b> A: <i>Over the Top</i> O: <i>In Drama Valley</i> E: <i>In Drama Valley</i> B: <i>Welcome to the Wild</i> <b>Paired Selections</b> <b>Genre:</b> Mystery <b>Titles:</b> A: <i>Rain-Forest Treasures</i> O: <i>Medicine from the Sea</i> E: <i>Medicine from the Sea</i> B: <i>Kakapo: A Very Special Parrot</i></p>	<p><b>Reading/Writing Workshop:</b> Genre; Organization; Sentence Structure <b>Literature Anthology:</b> Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors</i> <b>Additional Domain Words:</b> <i>staple, crop, found, breakfasting, tubers, aromatic, myriad, scornful, apiece, mortar</i> <b>Additional Academic Words:</b> <i>sensory language</i> <b>Vocabulary Strategy:</b> Context Clues: Comparison</p>	<p><b>Phonics/Spelling Skill:</b> Open Syllables (V/V)</p>	<p>Expression and Phrasing</p>	<p><b>Writing Trait: Word Choice:</b> Connotation and Denotation <b>Grammar Skill:</b> Verb Tenses <b>Grammar Mechanics:</b> Avoid shifting tenses <b>Write to Sources:</b> RWW: Survivaland LA: Weslandia YTPB: The Cup that Shines at Night <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Uses of a Natural Resource</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Patterns</p> <p><b>Essential Question:</b> Where can you find patterns in nature?</p>	<p><b>Title:</b> Protective Patterns <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Patterns of Change <b>Lexile:</b> 840 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Ideas and Key Details <b>Text Features:</b> Diagram</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Ideas and Key Details <b>Main Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> A: <i>Weather Patterns</i> O: <i>Weather Patterns</i> E: <i>Weather Patterns</i> B: <i>Weather Patterns</i> <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> A: <i>Cloud Atlas</i> O: <i>Cloud Atlas</i> E: <i>Cloud Atlas</i> B: <i>Cloud Atlas</i></p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Ideas and Key Details <b>Main Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> A: <i>Weather Patterns</i> O: <i>Weather Patterns</i> E: <i>Weather Patterns</i> B: <i>Weather Patterns</i> <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> A: <i>Cloud Atlas</i> O: <i>Cloud Atlas</i> E: <i>Cloud Atlas</i> B: <i>Cloud Atlas</i></p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas; Genre <b>Literature Anthology:</b> Specific Vocabulary; Genre; Connection of Ideas; Organization; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>contact, erode, formation, moisture, particles, repetition, structure, visible</i> <b>Additional Domain Words:</b> <i>vapor, dendrite, water molecule, symmetry, Fahrenheit, Celsius</i> <b>Additional Academic Words:</b> <i>pattern, variation</i> <b>Vocabulary Strategy:</b> Greek Roots</p>	<p><b>Phonics/Spelling Skill:</b> Vowel Team Syllables</p>	<p>Rate and Accuracy</p>	<p><b>Writing Trait: Ideas:</b> Relevant Evidence <b>Grammar Skill:</b> Main Verbs and Helping Verbs <b>Grammar Mechanics:</b> Special helping verbs; Contractions, Troublesome words <b>Write to Sources:</b> RWW: Patterns of Change LA: The Story of Snow YTPB: Migration <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze main idea and key details</p>	<p><b>Weekly:</b> Patterns in Nature</p>



# Grade 5 • Unit 3 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Teamwork</p> <p><b>Essential Question:</b> What benefits come from people working as a group?</p>	<p><b>Title:</b> Teamwork in Space</p> <p><b>Genre:</b> Expository Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Gulf Spill Superheroes</p> <p><b>Lexile:</b> 860</p> <p><b>Genre:</b> Expository Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photographs and Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Title:</b> Winter's Tail</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 940</p> <p><b>Paired Selection Title:</b> Helping Hands</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 1040</p>	<p><b>Ask and Answer Questions</b></p> <p><b>Skill: Main Idea and Key Details</b></p> <p><b>Main Selections Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p>A: <i>The Power of a Team</i> O: <i>The Power of a Team</i> E: <i>The Power of a Team</i> B: <i>The Power of a Team</i></p> <p><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p>A: Hands on the Wheel O: Hands on the Wheel E: Hands on the Wheel B: Hands on the Wheel</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Specific Vocabulary</p> <p><b>Literature Anthology:</b> Organization; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</i></p> <p><b>Additional Domain Words:</b> <i>oceanographers, biologists, prostheses, prototypes</i></p> <p><b>Additional Academic Words:</b> <i>organization, restate</i></p> <p><b>Vocabulary Strategy:</b> <i>Latin Roots</i></p>	<p><b>Phonics/Spelling Skill:</b> Consonant + le Syllables</p>	Rate	<p><b>Writing Trait: Organization:</b> Strong Conclusions</p> <p><b>Grammar Skill:</b> Linking Verbs</p> <p><b>Grammar Mechanics:</b> Punctuating titles and product names</p> <p><b>Write to Sources:</b> RWW: Gulf Spill Superheroes LA: Winter's Tail YTPB: Building a Green Town</p> <p><b>Write to Research:</b> Write a visual representation</p> <p><b>Write About Reading:</b> Analyze main idea and key details</p>	<p><b>Weekly:</b> Different Kinds of Teams</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Into the Past</p> <p><b>Essential Question:</b> How do we explain what happened in the past?</p>	<p><b>Title:</b> Stonehenge: Puzzle from the Past</p> <p><b>Genre:</b> Persuasive Article</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> What Was the Purpose of the Inca's Strange Strings?</p> <p><b>Lexile:</b> 920</p> <p><b>Genre:</b> Persuasive Article</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Text Features:</b> Diagram</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Main Selection Title:</b> Machu Picchu: Ancient City</p> <p><b>Genre:</b> Persuasive Article</p> <p><b>Lexile:</b> 990</p> <p><b>Paired Selection Title:</b> Dig This Technology!</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 970</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Main Selections Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p>A: <i>The Anasazi</i> O: <i>The Anasazi</i> E: <i>The Anasazi</i> B: <i>The Anasazi</i></p> <p><b>Paired Selection Genre:</b> Persuasive Article</p> <p><b>Titles:</b></p> <p>A: The Anasazi Were Astronomers O: The Anasazi Were Astronomers E: The Anasazi Were Astronomers B: The Anasazi Were Astronomers</p>	<p><b>Reading/Writing Workshop:</b> Organization; Prior Knowledge</p> <p><b>Literature Anthology:</b> Prior Knowledge; Connection of Ideas; Genre</p>	<p><b>Vocabulary Words:</b> <i>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</i></p> <p><b>Additional Domain Words:</b></p> <p><b>Additional Academic Words:</b> <i>mysterious, opinion</i></p> <p><b>Vocabulary Strategy:</b> <i>Context Clues: Sentence Clues</i></p>	<p><b>Phonics/Spelling Skill:</b> r-controlled Vowel Syllables</p>	Expression and Phrasing	<p><b>Writing Trait: Sentence Fluency:</b> Transitions</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Correct verb usage</p> <p><b>Write to Sources:</b> RWW: What Was the Purpose of the Inca's Strange Strings? LA: Machu Picchu: Ancient City YTPB: What Was the Purpose of the Nazca Lines?</p> <p><b>Write to Research:</b> Write an opinion</p> <p><b>Write About Reading:</b> Analyze reasons and evidence</p>	<p><b>Weekly: Mysteries from the Past</b></p> <p><b>Unit Level:</b> Research Skill: Taking Notes</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade 5 • Unit 4 • Scope and Sequence

Big Idea: It's Up to You  How do we decide what's important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Sharing Stories</p> <p><b>Essential Question:</b> What kinds of stories do we tell? Why do we tell them?</p>	<p><b>Title:</b> The Legend of John Henry <b>Genre:</b> Tall Tale <b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> How Mighty Kate Stopped the Train <b>Lexile:</b> 840 <b>Genre:</b> Tall Tale <b>Strategy:</b> Visualize <b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selection Title:</b> Davy Crockett Saves the World <b>Genre:</b> Tall Tale <b>Lexile:</b> 1050 <b>Paired Selection Title:</b> How Grandmother Spider Stole the Sun <b>Genre:</b> Legend <b>Lexile:</b> 880</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: All the Way from Europe O: Dancing the Flamenco E: Dancing the Flamenco B: A Vacation in Minnesota <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: A Sporting Gift O: Flamenco E: Flamenco B: The Scandinavian State</p>	<p><b>Reading/Writing Workshop:</b> Genre; Specific Vocabulary <b>Literature Anthology:</b> Genre; Prior Knowledge; Specific Vocabulary; Organization; Connection of Ideas; Purpose</p>	<p><b>Vocabulary Words:</b> <i>commenced, deeds, exaggeration, heroic, impress, posed, sauntered, wring</i> <b>Additional Domain Words:</b> <i>whipped</i> <b>Additional Academic Words:</b> <i>fable, hyperbole, outline</i> <b>Vocabulary Strategy:</b> Synonyms and Antonyms</p>	<p><b>Phonics/Spelling Skill:</b> Words with Final / l/ and / n/</p>	Expression	<p><b>Writing Trait:</b> Voice: Style and Tone <b>Grammar Skill:</b> Pronouns and Antecedents <b>Grammar Mechanics:</b> Pronoun-antecedent agreement in number and gender <b>Write to Sources:</b> RWW: How Mighty Kate Stopped the Train LA: Davy Crockett Saves the World YTPB: Pecos Bill's Wild Ride <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze point of view</p>	<p><b>Weekly:</b> Folktales and Fables from Other Cultures</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Discoveries</p> <p><b>Essential Question:</b> What can you discover when you give things a second look?</p>	<p><b>Title:</b> The Mystery Riddle <b>Genre:</b> Mystery Play <b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> Where's Brownie? (drama) <b>Lexile:</b> NA <b>Genre:</b> Drama: (Mystery Play) Strategy: Visualize <b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selection Title:</b> A Window Into History: The Mystery of the Cellar Window <b>Genre:</b> Drama: Mystery Play <b>Lexile:</b> NP <b>Paired Selection Title:</b> A Second Chance For Chip: The Case of the Curious Canine <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 730</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Drama <b>Titles:</b> A: The Mysterious Teacher O: The Unusually Clever Dog E: The Unusually Clever Dog B: The Surprise Party <b>Paired Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: The Case of the Missing Nectarine O: The Gift Basket E: The Gift Basket B: The Clothes Thief</p>	<p><b>Reading/Writing Workshop:</b> Genre; Connection of Ideas; Organization <b>Literature Anthology:</b> Genre; Organization; Sentence Structure; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>astounded, concealed, inquisitive, interpret, perplexed, precise, reconsider, suspicious</i> <b>Additional Academic Words:</b> <i>investigation, act</i> <b>Vocabulary Strategy:</b> Adages and Proverbs</p>	<p><b>Phonics/Spelling Skill:</b> Prefixes</p>	Rate and Accuracy	<p><b>Writing Trait: Ideas:</b> Develop Characters <b>Grammar Skill:</b> Kinds of Pronouns <b>Grammar Mechanics:</b> Use quotation marks in dialogue <b>Write to Sources:</b> RWW: Where's Brownie? LA: A Window Into History: The Mystery of the Cellar Window YTPB: A Penny Saved <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze character</p>	<p><b>Weekly:</b> Different Methods of Fingerprinting</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Take Action</p> <p><b>Essential Question:</b> What can people do to bring about a positive change?</p>	<p><b>Title:</b> Fighting for Change <b>Genre:</b> Biography <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> Frederick Douglass: Freedom's Voice <b>Lexile:</b> 830 <b>Genre:</b> Biography <b>Strategy:</b> Summarize <b>Skill:</b> Author's Point of View <b>Text Features:</b> • Photographs • Captions</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Author's Point of View <b>Main Selection Title:</b> Rosa <b>Genre:</b> Biography <b>Lexile:</b> 860 <b>Paired Selection Title:</b> Our Voices, Our Votes <b>Genre:</b> Expository Text <b>Lexile:</b> 920</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Ideas and Key Details <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> A: Weather Patterns O: Weather Patterns E: Weather Patterns B: Weather Patterns <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: Cloud Atlas O: Cloud Atlas E: Cloud Atlas B: Cloud Atlas</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Genre <b>Literature Anthology:</b> Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization</p>	<p><b>Vocabulary Words:</b> <i>anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</i> <b>Additional Domain Words:</b> <i>alterations, furtively, illegal, provision, second-class, citizenship, suffrage, amendment</i> <b>Additional Academic Words:</b> <i>logical, order</i> <b>Vocabulary Strategy:</b> Prefixes and Suffixes</p>	<p><b>Phonics/Spelling Skill:</b> Homographs</p>	Phrasing	<p><b>Writing Trait:</b> Organization: Logical Order <b>Grammar Skill:</b> Pronoun-Verb Agreement <b>Grammar Mechanics:</b> Use abbreviations <b>Write to Sources:</b> RWW: Frederick Douglass: Freedom's Voice LA: Rosa YTPB: A Warrior for Women's Rights <b>Write to Research:</b> Write a research plan <b>Write About Reading:</b> Analyze sequence</p>	<p><b>Weekly:</b> Influential Person from the Last 100 Years</p>



# Grade 5 • Unit 4 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Consider Our Resources</p> <p><b>Essential Question:</b> Why are natural resources valuable?</p>	<p><b>Title:</b> Minerals <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> Power from Nature <b>Lexile:</b> 910 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize <b>Skill:</b> Author's Point of View <b>Text Features:</b> Chart</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Author's Point of View <b>Main Selection Title:</b> One Well <b>Genre:</b> Expository Text <b>Lexile:</b> 960 <b>Paired Selection Title:</b> The Dirt on Dirt <b>Genre:</b> Expository Text <b>Lexile:</b> 960</p>	<p><b>Ask and Answer Questions</b> <b>Skill:</b> Main Idea and Key Details <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>The Delta</i> O: <i>The Delta</i> E: <i>The Delta</i> B: <i>The Delta</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>Get Rich with Compost</i> O: <i>Get Rich with Compost</i> E: <i>Get Rich with Compost</i> B: <i>Get Rich with Compost</i></p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  Literature Anthology: Purpose; Specific Vocabulary; Connection of Ideas; Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>absorb, affect, circulates, conserve, cycle, glaciers, necessity, seeps</i> <b>Additional Domain Words:</b> <i>extracted, morning dew, groundwater, polar icecaps, runoff</i> <b>Additional Academic Words:</b> <i>relationships</i> <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements</p>	<p><b>Phonics/Spelling Skill:</b> Words with /ch r/ and /zh r/</p>	<p>Accuracy and Expression</p>	<p><b>Word Choice:</b> Transitions <b>Grammar Skill:</b> Possessive Pronouns <b>Grammar Mechanics:</b> Apostrophes, possessives and reflexive pronouns <b>Write to Sources:</b> RWW: Power from Nature LA: One Well YTPB: The Wonders of Water <b>Write to Research:</b> Write a summary <b>Write About Reading:</b> Analyze reasons and facts</p>	<p><b>Weekly:</b> Water Conservation</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Express Yourself</p> <p><b>Essential Question:</b> How do you express that something is important to you?</p>	<p><b>Title:</b> I'm a Swimmer <b>Genre:</b> Free Verse Poem <b>Strategy:</b> Visualize</p>	<p><b>Short Texts:</b> How Do I Hold the Summer?, Catching a Fly, When I Dance <b>Lexile:</b> NA <b>Genre:</b> Lyric and Free Verse Poetry <b>Strategy:</b> Visualize <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Theme <b>Main Selections Title:</b> Words Free as Confetti, Dreams <b>Genre:</b> Free Verse and Lyric Poetry <b>Lexile:</b> NP <b>Paired Selection Title:</b> A Story of How a Wall Stands <b>Genre:</b> Free Verse Poetry <b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Realistic Fiction <b>Main Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Tell Me the Old, Old Stories</i> O: <i>From Me to You</i> E: <i>From Me to You</i> B: <i>Every Picture Tells a Story</i> <b>Paired Selection Genre:</b> Persuasive Article <b>Titles:</b> A: <i>Family Ties</i> O: <i>Dear Gina</i> E: <i>Sssh!</i> B: <i>The Eyes of a Bird</i></p>	<p><b>Reading/Writing Workshop:</b> Genre; Specific Vocabulary  <b>Literature Anthology:</b> Specific Vocabulary; Genre; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>barren, expression, meaningful, plumes</i> <b>Additional Domain Words:</b> <i>fast, gone, keep, thorngray, searoar, goldlullaby</i> <b>Additional Academic Words:</b> <i>dictionary, thesaurus</i> <b>Vocabulary Strategy:</b> Simile and Metaphor</p>	<p><b>Phonics/Spelling Skill:</b> Suffixes -ance and -ence</p>	<p>Expression and Phrasing</p>	<p><b>Writing Trait:</b> Word Choice: Sensory Language <b>Grammar Skill:</b> Pronouns and Homophones <b>Grammar Mechanics:</b> Punctuating Poetry <b>Write to Sources:</b> RWW: How Do I Hold the Summer?, Catching a Fly, When I Dance LA: Words Free as Confetti, Dreams YTPB: Grandpa's Shed <b>Write to Research:</b> Write a summary <b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Famous Speeches <b>Unit Level:</b> <b>Research Skill:</b> Creating a Bibliography <b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





# Grade 5 • Unit 5 • Scope and Sequence

Big Idea: New Perspectives  In what ways can things change?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level C: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Unit Writing Products: Informational Article, Research Report  Writing Focus: Informative Text	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> New Perspectives</p> <p><b>Essential Question:</b> What experiences can change the way you see yourself and the world around you?</p>	<p><b>Title:</b> A Change of Heart <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Make, Confirm, and Revise Predictions</p>	<p><b>Short Text:</b> Miguel in the Middle <b>Lexile:</b> 890 <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings <b>Main Selection</b> <b>Title:</b> Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 970 <b>Paired Selection Title:</b> A Dusty Ride <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 890</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings <b>Main Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>King of the Board</i> C: <i>Snap Happy</i> E: <i>Snap Happy</i> B: <i>No Place Like Home</i> <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> A: All on Her Own C: Drum Roll for Justin E: Drum Roll for Justin B: Mealtime Mystery</p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas <b>Literature Anthology:</b> Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>disdain, focused, genius, perspective, prospect, stunned, superb, transition</i>  <b>Additional Domain Words:</b> <i>enthusiasm, perceived, maneuvering, retreated</i>  <b>Vocabulary Strategy:</b> Context Clues: Comparison</p>	<p><b>Phonics/Spelling Skill:</b> Suffixes</p>	Expression	<p><b>Writing Trait:</b> Organization: Strong Openings <b>Grammar Skill:</b> Independent and Dependent Clauses <b>Grammar Mechanics:</b> Appositives (commas) <b>Write to Sources:</b> RWW: Miguel in the Middle LA: Ida B ... and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World YTPB: Bringing Home Laddie <b>Write to Research:</b> Write interview questions <b>Write About Reading:</b> Analyze setting</p>	<p><b>Weekly:</b> Interview: Impact of Personal Experiences</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Better Together</p> <p><b>Essential Question:</b> How do shared experiences help people adapt to change?</p>	<p><b>Title:</b> Starting Over <b>Genre:</b> Historical Fiction <b>Strategy:</b> Make, Confirm, and Revise Predictions</p>	<p><b>Short Text:</b> The Day the Rollets Got Their Moxie Back <b>Lexile:</b> 900 <b>Genre:</b> Historical Fiction <b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters <b>Main Selection Title:</b> Bud, Not Buddy <b>Genre:</b> Historical Fiction <b>Lexile:</b> 950 <b>Paired Selection Title:</b> Musical Impressions of the Great Depression <b>Genre:</b> Expository Text <b>Lexile:</b> 990</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters <b>Main Selections Genre:</b> Historical Fiction <b>Titles:</b> A: <i>The Picture Palace</i> C: <i>Hard Times</i> E: <i>Hard Times</i> B: <i>Woodpecker Warriors</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: The Golden Age of Hollywood C: Chicago: Jazz Central E: Chicago: Jazz Central B: A Chance to Work</p>	<p><b>Reading/Writing Workshop:</b> Genre; Prior Knowledge; Connection of Ideas <b>Literature Anthology:</b> Prior Knowledge; Connection of Ideas; Specific Vocabulary; Genre</p>	<p><b>Vocabulary Words:</b> <i>assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</i>  <b>Additional Domain Words:</b> <i>copacetic, recorder, tone, embouchure, stock market, prosperity, the Roaring Twenties, legislation, federal</i>  <b>Additional Academic Words:</b> <i>historical fiction, dialect</i>  <b>Vocabulary Strategy:</b> Idioms</p>	<p><b>Phonics/Spelling Skill:</b> Homophones</p>	Expression and Phrasing	<p><b>Writing Trait:</b> Sentence Fluency: Transitions <b>Grammar Skill:</b> Complex Sentences <b>Grammar Mechanics:</b> Use commas with essential and nonessential clauses <b>Write to Sources:</b> RWW: The Day the Rollets Got Their Moxie Back LA: Bud, Not Buddy YTPB: Nancy's First Interview Write to Research: Write a description <b>Write About Reading:</b> Analyze dialect</p>	<p><b>Weekly:</b> Films During the Great Depression</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Changing Earth</p> <p><b>Essential Question:</b> What changes in the environment affect living things?</p>	<p><b>Title:</b> Changing Climate, Changing Lives <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Forests on Fire <b>Lexile:</b> 960 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Compare and Contrast <b>Text Features:</b> • Photographs • Graphs</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Compare and Contrast <b>Main Selection Title:</b> Global Warming <b>Genre:</b> Expository Text <b>Lexile:</b> 980 <b>Paired Selection Title:</b> When Volcanoes Erupt <b>Genre:</b> Expository Text <b>Lexile:</b> 1040</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Ideas and Key Details <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>Ocean Threats</i> C: <i>Ocean Threats</i> E: <i>Ocean Threats</i> B: <i>Ocean Threats</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: Floating Trash C: Floating Trash E: Floating Trash B: Floating Trash</p>	<p><b>Reading/Writing Workshop:</b> Organization; Specific Vocabulary <b>Literature Anthology:</b> Genre; Prior Knowledge; Connection of Ideas; Organization; Specific Vocabulary; Purpose</p>	<p><b>Vocabulary Words:</b> <i>atmosphere, decays, gradual, impact, noticeably, receding, stability, variations</i>  <b>Additional Domain Words:</b> <i>nutrients, drought, El Niño, polyp, debris</i>  <b>Additional Academic Words:</b> <i>graph, topic</i>  <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues</p>	<p><b>Phonics/Spelling Skill:</b> Prefixes</p>	Rate	<p><b>Writing Trait: Ideas:</b> Develop a Topic <b>Grammar Skill:</b> Adjectives <b>Grammar Mechanics:</b> Capitalization and punctuation <b>Write to Sources:</b> RWW: Forests on Fire LA: Global Warming YTPB: Of Floods and Fish <b>Write to Research:</b> Write a description <b>Write About Reading:</b> Analyze compare-and-contrast text structure</p>	<p><b>Weekly:</b> Nature Reserves or Wildlife Sanctuaries</p>



# Grade 5 • Unit 5 • Scope and Sequence

Big Idea: New Perspectives In what ways can things change?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  <span style="color: red;">A:</span> Approaching Level <span style="color: blue;">O:</span> On Level <span style="color: purple;">E:</span> ELL <span style="color: green;">B:</span> Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text	Research
<b>Week 4</b> <b>Weekly Concept:</b> Now We Know <b>Essential Question:</b> How can scientific knowledge change over time?	<b>Title:</b> The Sun: Our Star <b>Genre:</b> Expository Text Nonfiction <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> Changing Views of Earth <b>Lexile:</b> 910 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Text Features:</b> Diagrams	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selection Title:</b> When Is a Planet Not a Planet? <b>Genre:</b> Expository Text <b>Lexile:</b> 980 <b>Paired Selection Title:</b> New Moon <b>Genre:</b> Science Fiction <b>Lexile:</b> 870	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Point of View <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> <span style="color: red;">A:</span> Mars <span style="color: blue;">O:</span> Mars <span style="color: purple;">E:</span> Mars <span style="color: green;">B:</span> Mars <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> <span style="color: red;">A:</span> Zach the Martian <span style="color: blue;">O:</span> Zach the Martian <span style="color: purple;">E:</span> Zach the Martian <span style="color: green;">B:</span> Zach the Martian	<b>Reading/Writing Workshop:</b> Prior Knowledge; Connection of Ideas <b>Literature Anthology:</b> Sentence Structure; Specific Vocabulary; Genre; Connection of Ideas; Purpose; Prior Knowledge	<b>Vocabulary Words:</b> <i>approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</i> <b>Additional Domain Words:</b> <i>dense, strife, discord</i> <b>Additional Academic Words:</b> <i>accuracy, verify</i> <b>Vocabulary Strategy:</b> Greek Roots	<b>Phonics/Spelling Skill:</b> Suffixes <i>-less</i> and <i>-ness</i>	Accuracy	<b>Writing Trait:</b> Organization: Strong Paragraphs <b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Using more and most <b>Write to Sources:</b> RWW: Changing Views of Earth LA: When Is a Planet Not a Planet? YTPB: Is There Life Out There? <b>Write to research:</b> Write facts <b>Write About Reading:</b> Analyze cause and effect	<b>Weekly:</b> Medicine Throughout History
<b>Week 5</b> <b>Weekly Concept:</b> Scientific Viewpoints <b>Essential Question:</b> How do natural events and human activities affect the environment?	<b>Title:</b> Dams: Harnessing the Power of Water <b>Genre:</b> Persuasive Article <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> Should Plants and Animals from Other Places Live Here? <b>Lexile:</b> 930 <b>Genre:</b> Persuasive Article <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Point of View <b>Text Features:</b> Chart Headings	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Point of View <b>Main Selection Title:</b> The Case of the Missing Bees <b>Genre:</b> Persuasive Article <b>Lexile:</b> 950 <b>Paired Selection Title:</b> Busy, Beneficial Bees <b>Genre:</b> Expository Text <b>Lexile:</b> 980	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Point of View <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> <span style="color: red;">A:</span> The Great Plains <span style="color: blue;">O:</span> The Great Plains <span style="color: purple;">E:</span> The Great Plains <span style="color: green;">B:</span> The Great Plains <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> <span style="color: red;">A:</span> Save the Great Plains Wolves <span style="color: blue;">O:</span> Save the Great Plains Wolves <span style="color: purple;">E:</span> Save the Great Plains Wolves <span style="color: green;">B:</span> Save the Great Plains Wolves	<b>Reading/Writing Workshop:</b> Connection of Ideas <b>Literature Anthology:</b> Organization; Sentence Structure; Purpose	<b>Vocabulary Words:</b> <i>agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</i> <b>Additional Academic Words:</b> <i>bibliography, conclusion</i> <b>Vocabulary Strategy:</b> Root Words	<b>Phonics/Spelling Skill:</b> Suffix <i>-ion</i>	Expression and Phrasing	<b>Writing Trait:</b> Organization: Strong Conclusions <b>Grammar Skill:</b> Comparing with Good and Bad <b>Grammar Mechanics:</b> Irregular comparative forms <b>Write to Sources:</b> RWW: Should Plants and Animals from Other Places Live Here? LA: The Case of the Missing Bees YTPB: What Is the Future of the Rain Forests? <b>Write to Research:</b> Write a list <b>Write About Reading:</b> Analyze point of view	<b>Weekly:</b> Nonnative Species <b>Unit Level:</b> <i>Research Skill: Interviewing</i> <b>Unit Project:</b> <i>Self-select and develop from options for unit projects.</i>
<b>Week 6</b> <b>Review and Assessment</b>										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade 5 • Unit 6 • Scope and Sequence

Big Idea: Linked In  How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> New Perspectives</p> <p><b>Essential Question:</b> How do different groups contribute to a cause?</p>	<p><b>Title:</b> Hope for the Troops <b>Genre:</b> Historical Fiction <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> Shipped Out <b>Lexile:</b> 810 <b>Genre:</b> Historical Fiction <b>Strategy:</b> Summarize <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selection Title:</b> The Unbreakable Code <b>Genre:</b> Historical Fiction <b>Lexile:</b> 640 <b>Paired Selection Title:</b> Allies in Action <b>Genre:</b> Expository Text <b>Lexile:</b> 870</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings <b>Main Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>King of the Board</i> O: <i>Snap Happy</i> E: <i>Snap Happy</i> B: <i>No Place Like Home</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>All on Her Own</i> O: <i>Drum Roll for Justin</i> E: <i>Drum Roll for Justin</i> B: <i>Mealtime Mystery</i></p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Organization <b>Literature Anthology:</b> Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization</p>	<p><b>Vocabulary Words:</b> <i>bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival</i> <b>Additional Domain Words:</b> <i>unbreakable, transmission, platoon, boot camp, drills, aeronautic, encode, decipher</i> <b>Additional Academic Words:</b> <i>flashback, media</i> <b>Vocabulary Strategy:</b> Homophones</p>	<p><b>Phonics/Spelling Skill:</b> Words with Greek Roots</p>	<p>Expression and Phrasing</p>	<p><b>Writing Trait:</b> Organization: Sequence <b>Grammar Skill:</b> Adverbs <b>Grammar Mechanics:</b> Capitalization and abbreviations in letters and formal e-mails <b>Write to Sources:</b> RWW: Shipped Out LA: The Unbreakable Code YTPB: Books for Victory <b>Write to Research:</b> Write facts <b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Impact of Natural Disasters</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Getting Along</p> <p><b>Essential Question:</b> What actions can we take to get along with others?</p>	<p><b>Title:</b> Diamond in the Sky <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> The Bully <b>Lexile:</b> 850 <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Summarize <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Theme <b>Main Selection Title:</b> The Friend Who Changed My Life <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 860 <b>Paired Selection Title:</b> Choose Your Strategy: A Guide to Getting Along <b>Genre:</b> Expository Text <b>Lexile:</b> 850</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions <b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters <b>Main Selections Genre:</b> Historical Fiction <b>Titles:</b> A: <i>The Picture Palace</i> O: <i>Hard Times</i> E: <i>Hard Times</i> B: <i>Woodpecker Warriors</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>The Golden Age of Hollywood</i> O: <i>Chicago: Jazz Central</i> E: <i>Chicago: Jazz Central</i> B: <i>A Chance to Work</i></p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary <b>Literature Anthology:</b> Specific Vocabulary; Organization; Connection of Ideas; Purpose</p>	<p><b>Vocabulary Words:</b> <i>abruptly, ally, collided, confident, conflict, intervene, protective, taunting</i> <b>Additional Domain Words:</b> <i>atrocious, vulnerability, convoluted, indisputably, contagious, antithesis, escalate, mortified</i> <b>Additional Academic Words:</b> <i>pacing</i> <b>Vocabulary Strategy:</b> Connotation and Denotation</p>	<p><b>Phonics/Spelling Skill:</b> Words with Latin Roots</p>	<p>Intonation</p>	<p><b>Writing Trait: Word Choice:</b> Time-order Words <b>Grammar Skill:</b> Adverbs That Compare <b>Grammar Mechanics:</b> Using good and well, more and most, -er and -est <b>Write to Sources:</b> RWW: The Bully LA: The Friend Who Changed My Life YTPB: The Battle of the Bedroom <b>Write to Research:</b> Write a comparison <b>Write About Reading:</b> Analyze theme</p>	<p><b>Weekly:</b> Social Media</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Adaptations</p> <p><b>Essential Question:</b> How are living things adapted to their environment?</p>	<p><b>Title:</b> Bacteria: They're Everywhere <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Mysterious Oceans <b>Lexile:</b> 980 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Text Features:</b> Map</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selection Title:</b> Survival at 40 Below <b>Genre:</b> Expository Text <b>Lexile:</b> 990 <b>Paired Selection Title:</b> Why the Evergreen Trees Never Lose Their Leaves <b>Genre:</b> Pourquoi Story <b>Lexile:</b> 850</p>	<p><b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Main Ideas and Key Details <b>Main Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>Ocean Threats</i> O: <i>Ocean Threats</i> E: <i>Ocean Threats</i> B: <i>Ocean Threats</i> <b>Paired Selections Genre:</b> Expository Text <b>Titles:</b> A: <i>Floating Trash</i> O: <i>Floating Trash</i> E: <i>Floating Trash</i> B: <i>Floating Trash</i></p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Connection of Ideas <b>Literature Anthology:</b> Specific Vocabulary; Genre; Prior Knowledge; Organization; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</i> <b>Additional Domain Words:</b> <i>vents, magma, submersible, bioluminous, chemosynthesis, caribou, tundra, carrion, vegetation, larvae, esophagus, torpor, lichens, circular, storehouse, sedges, alpine, lee</i> <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues</p>	<p><b>Phonics/Spelling Skill:</b> Words from Mythology</p>	<p>Rate and Accuracy</p>	<p><b>Writing Trait: Sentence Fluency:</b> Vary Sentence Structure <b>Grammar Skill:</b> Negatives <b>Grammar Mechanics:</b> Correct double negatives <b>Write to Sources:</b> RWW: Mysterious Oceans LA: Survival at 40 Below YTPB: Life in the Desert <b>Write to Research:</b> Write a description <b>Write About Reading:</b> Analyze cause and effect</p>	<p><b>Weekly:</b> Animals of Madagascar</p>



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<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Making a Difference</p> <p><b>Essential Question:</b> What impact do our actions have on our world?</p>	<p><b>Title:</b> Science Makes a Difference!</p> <p><b>Genre:</b> Biography</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Words to Save the World: The Work of Rachel Carson</p> <p><b>Lexile:</b> 980</p> <p><b>Genre:</b> Biography</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Text Features:</b> Illustrations</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Main Selection Title:</b> Planting the Trees of Kenya</p> <p><b>Genre:</b> Biography</p> <p><b>Lexile:</b> 1030</p> <p><b>Paired Selection Title:</b> The Park Project</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 950</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Main Selections Genre:</b> Biography</p> <p><b>Titles:</b> A: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> O: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> E: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> B: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i></p> <p><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: The Story of the Tree Musketeers O: The Story of the Tree Musketeers E: The Story of the Tree Musketeers B: The Story of the Tree Musketeers</p>	<p><b>Reading/Writing Workshop:</b> Organization; Specific Vocabulary</p> <p><b>Literature Anthology:</b> Genre; Sentence Structure; Prior Knowledge; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>export, glistening, influence, landscape, native, plantations, restore, urged</i></p> <p><b>Additional Domain Words:</b> <i>trilogy, unison</i></p> <p><b>Additional Academic Words:</b> <i>skimming, scanning</i></p> <p><b>Vocabulary Strategy:</b> Synonyms and Antonyms</p>	<p><b>Phonics/Spelling Skill:</b> Number Prefixes uni-, bi-, tri-, cent-</p>	Expression and Phrasing	<p><b>Writing Trait: Ideas:</b> Focus on a Topic</p> <p><b>Grammar Skill:</b> Sentence Combining</p> <p><b>Grammar Mechanics:</b> Commas and colons</p> <p><b>Write to Sources:</b> RWW: Words to Save the World: The Work of Rachel Carson LA: Planting the Trees of Kenya YTPB: The Father of Earth Day</p> <p><b>Write to Research:</b> Write facts</p> <p><b>Write About Reading:</b> Analyze problem-and-solution text structure</p>	<p><b>Weekly:</b> Impact of Littering</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Out in the World</p> <p><b>Essential Question:</b> What can our connections to the world teach us?</p>	<p><b>Title:</b> The Beat</p> <p><b>Genre:</b> Lyric Poem</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Texts:</b> To Travel, Wild Blossoms</p> <p><b>Lexile:</b> NA</p> <p><b>Genre:</b> Lyric and Narrative Poetry</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Text Features:</b> Illustrations</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selections Title:</b> You Are My Music (Tú eres mi música), You and I</p> <p><b>Genre:</b> Narrative and Lyric Poetry</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection Title:</b> A Time to Talk</p> <p><b>Genre:</b> Lyric Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Main Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: <i>Your World, My World</i> O: <i>Flying Home</i> E: <i>Flying Home</i> B: <i>Helping Out</i></p> <p><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: Do I Know You? O: Tell Me, Show Me E: Fishing in the Supermarket B: A Journalistic Journey</p>	<p><b>Reading/Writing Workshop:</b> Sentence Structure; Connection of Ideas</p> <p><b>Literature Anthology:</b> Genre; Sentence Structure; Purpose</p>	<p><b>Vocabulary Words:</b> <i>blares, connection, errand, exchange</i></p> <p><b>Additional Academic Words:</b> <i>meter, interview</i></p> <p><b>Vocabulary Strategy:</b> Personification</p>	<p><b>Phonics/Spelling Skill:</b> Suffixes -ible, -able</p>	Expression and Phrasing	<p><b>Writing Trait: Word Choice:</b> Strong Words</p> <p><b>Grammar Skill:</b> Prepositional Phrases as Adjectives and Adverbs</p> <p><b>Grammar Mechanics:</b> Using pronouns in prepositions phrases (objective pronouns)</p> <p><b>Write to Sources:</b> RWW: To Travel, Wild Blossoms LA: You Are My Music (Tú eres mi música), You and I YTPB: Running</p> <p><b>Write to Research:</b> Write a description</p> <p><b>Write About Reading:</b> Analyze literary language</p>	<p><b>Weekly:</b> Interview: Important Life Events</p> <p><b>Unit Level:</b> <b>Research Skill:</b> Giving a Presentation</p> <p><b>Unit Project:</b> Self-select and develop from options for unit projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>										