

parent ROADMAP

SUPPORTING YOUR CHILD IN GRADE FIVE
ENGLISH LANGUAGE ARTS





*America's schools
are working
to provide higher
quality instruction
than ever before.*

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

What your child will be learning in grade five English language arts and literacy



In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. Activities in these areas will include:

- Determining the theme of a story, play, or poem, including how characters respond to challenges
- Comparing and contrasting stories that deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Understanding figurative language
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order
- Writing research or opinion papers over extended periods of time



For example, “She was as quiet as a mouse.”

Partnering with your child’s teacher

Don’t be afraid to reach out to your child’s teacher—you are an important part of your child’s education. Ask to see a sample of your child’s work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?



In grade five, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

Grade Four Reading

- Students determine the theme of a story, play, or poem from details in the text and summarize the text.
- Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.

Grade Five Reading

- Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.
- Students describe how a narrator's or speaker's point of view influences how events are described.

Grade Six Reading

- Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments.
- Students explain how an author develops the point of view of the narrator or speaker in a text.

READING FOR INFORMATION

Grade Four Reading

- Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.

Grade Five Reading

- Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Grade Six Reading

- Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue.



As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers.

Writing tasks in grade five may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Four Writing

- Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within categories of information using words and phrases (such as *another*, *for example*, *also*, and *because*).
- Students use precise language and subject-specific vocabulary.

Grade Five Writing

- Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within and across categories of information using words, phrases, and clauses (such as *in contrast* or *especially*).
- Students use precise language and subject-specific vocabulary.

Grade Six Writing

- Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from the information or explanation presented.
- Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful.
- Students use appropriate transitions to clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary.
- Students establish and maintain a formal writing style.



Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Helping your child learn outside of school



1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what he or she learned from reading. Have him or her read the most interesting or useful sections aloud, and discuss how that knowledge can be used in real life.
3. Assist your child in using references such as the Internet or a dictionary to look up unfamiliar words.
4. Keep track of the time that your child spends reading every day. Note what kind of reading materials he or she likes (books, magazines, newspaper articles, the Internet, etc.). Then look for additional materials that would encourage your child to read more.
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Additional Resources



For more information on the Common Core State Standards for English language arts and literacy, go to <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts> or <http://www.commoncoreworks.org>.



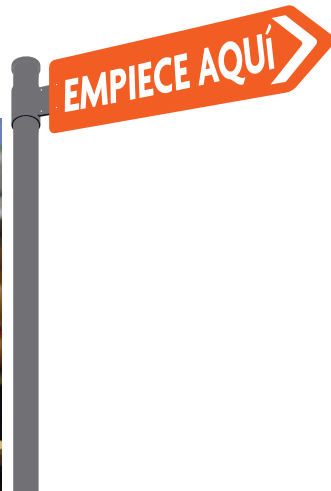
Anchorage School District
Educating All Students for Success in Life



guía para **LOS PADRES**

APOYANDO A SU HIJO EN QUINTO GRADO
ARTES DEL LENGUAJE EN INGLÉS





Las escuelas de los Estados Unidos de América están trabajando para brindar una enseñanza de mayor calidad nunca antes vista.

La manera en que enseñábamos a los estudiantes en el pasado simplemente no los prepara para las exigencias mayores del colegio universitario y las profesiones de hoy día y del futuro. Su escuela al igual que las escuelas de todo el país está trabajando para mejorar la enseñanza y el aprendizaje para asegurar que todos los niños se gradúen de la escuela preparatoria (*High School*) con las habilidades que necesitan para tener éxito.

Para las artes del lenguaje en inglés y la alfabetización, esto implica tres grandes cambios. Los estudiantes continuarán leyendo y escribiendo. Pero además de los cuentos y literatura, ellos leerán más textos que proporcionen hechos y datos, y otros conocimientos en áreas académicas incluyendo ciencias y ciencias sociales. Los estudiantes leerán textos más desafiantes, y se les harán más preguntas que requieran referirse a lo que han leído para responder. También habrá un mayor énfasis en el desarrollo de un vocabulario sólido para que los estudiantes puedan leer y entender material desafiante.

*Lo que su hijo
aprenderá durante
quinto grado en artes
del lenguaje en inglés
y alfabetización*



En quinto grado, el estudiante continuará desarrollando habilidades importantes en la lectura, y para hablar y escuchar. Leerá literatura, artículos, y otras fuentes de información más desafiantes y continuarán aumentando su vocabulario. El estudiante comprenderá y podrá resumir claramente lo que ha aprendido de las lecturas y discusiones en clase, haciendo referencia a detalles y evidencias específicas del texto. El estudiante escribirá con regularidad y continuará desarrollando su capacidad de recopilar, organizar, interpretar, y presentar información. Las actividades en esas áreas incluirán:

- Determinar el tema de un cuento, obra, o poesía, incluyendo como los personajes responden a retos
- Comparar y contrastar cuentos que traten con temas similares
- Explicar como un autor utiliza razones o motivos y evidencias para apoyar sus puntos o ideas
- Responder con rapidez o resolver un problema con eficacia haciendo uso de información proveniente de múltiples fuentes impresas o digitales
- Aprender las reglas del inglés hablado y escrito
- Aprender y utilizar palabras nuevas, incluyendo palabras relacionadas con materias específicas (como vocabulario usado en las ciencias)
- Entender el lenguaje figurativo
- Participar en discusiones de clase escuchando, haciendo preguntas, desarrollando y compartiendo ideas, y añadiendo a lo que dicen otros
- Hacer una presentación en clase sobre un tema o contar una historia utilizando datos y detalles relevantes y hablando claramente
- Escribir trabajos de investigación o artículos de opinión como proyectos de largo plazo



Por ejemplo: “Era tan silenciosa como un ratón.”

*Colaboración
con el maestro
de su hijo*

No dude en hablar con el maestro de su hijo porque usted es una pieza importante en la educación del niño. Pida ver una muestra del trabajo de su hijo o traiga una muestra consigo. Haga al maestro preguntas de este estilo:

- ¿Se encuentra mi hijo al nivel que debería estar en este momento del curso escolar?
- ¿Qué piensa usted que se le dificulta más a mi hijo? ¿Cómo puedo ayudar a mi hijo a que mejore en esto?
- ¿En qué sobresale mi hijo? ¿Cómo puedo respaldar su éxito?

En quinto grado, su hijo leerá una amplia variedad de literatura, incluyendo relatos, obras, poesías, y prosa. Además, leerá para adquirir información sobre historia, el mundo, las ciencias, y otras áreas. A continuación se encuentran algunos ejemplos de cómo su hijo desarrollará habilidades de lectura importantes a través de los grados escolares.

READING LITERATURE

Lectura en Cuarto Grado

- El estudiante determinará el tema de un cuento, obra o poesía a partir de detalles en el texto y el estudiante podrá resumir el texto.
- El estudiante hará comparación y contraste de los diferentes puntos de vista que se usan para relatar un cuento, notando la diferencia entre los relatos en primera persona y aquellos en tercera persona.

Lectura en Quinto Grado

- El estudiante determinará el tema del cuento, obra, o poesía a partir de detalles en el texto, incluyendo como los personajes responden a desafíos, o como el orador en una poesía reflexiona sobre un tema.
- El estudiante podrá resumir el texto.
- El estudiante describirá como el punto de vista de un narrador determina como se describen los eventos.

Lectura en Sexto Grado

- El estudiante determinará el tema o idea central de un texto y como se desarrolla con particular uso de detalles.
- El estudiante podrá resumir el texto sin incluir su opinión personal.
- El estudiante explicará como el autor desarrolla el punto de vista del narrador en el texto.

READING FOR INFORMATION

Lectura en Cuarto Grado

- El estudiante usará detalles y ejemplos del texto para explicar lo que dice el texto explícitamente y hacer inferencias sobre el texto.
- El estudiante interpretará la representación gráfica y visual de información y explicará como esta representación contribuye al entendimiento del texto.

Lectura en Quinto Grado

- El estudiante sabrá citar con precisión de un texto para explicar lo que explícitamente dice el texto y al hacer inferencias sobre el texto.
- El estudiante obtendrá información de múltiples fuentes impresas o digitales, demostrando la capacidad de responder con rapidez o de resolver un problema con eficacia.

Lectura en Sexto Grado

- El estudiante sabrá citar la evidencia del texto como base de su análisis del mismo. Y usará citas para respaldar las inferencias y conclusiones hechas sobre el texto.
- El estudiante integrará información proveniente de varias representaciones o formatos para desarrollar su entendimiento de un tema. El estudiante integrará la representación gráfica o numérica a la palabra escrita sobre un tema.



Conforme progrese a través de los grados escolares, el estudiante deberá responder a preguntas que requieran citar detalles o información obtenida de textos cada vez más desafiantes. Esto lo motivará a ser un lector más observador y analítico.

Los trabajos de escritura en quinto grado podrían incluir cuentos, ensayos, informes, y artículos de opinión. A continuación se encuentran algunos ejemplos de como su hijo formará habilidades de escritura importantes a través de los grados escolares.

Escritura en Cuarto Grado

- El estudiante presentará claramente un tema y lo desarrollará con datos y hechos, definiciones, detalles concretos, citas bibliográficas, u otra información.
- El estudiante formulará una conclusión relacionada a la información o explicación presentada.
- El estudiante agrupará información relacionada en párrafos o secciones y hará uso de formatos (por ejemplo, usando encabezados), ilustraciones, y representación multimedia cuando sea de utilidad.
- El estudiante conectará ideas dentro de las mismas categorías de información utilizando palabras y frases como *another*, *for example*, *also*, y *because*.
- El estudiante será preciso en su uso del lenguaje y usará vocabulario perteneciente al tema.

Escritura en Quinto Grado

- El estudiante presentará claramente un tema, haciendo una observación general y desarrollando un enfoque particular. Desarrollará el tema usando datos y hechos, definiciones, detalles concretos, citas bibliográficas, u otra información.
- El estudiante formulará una conclusión relacionada a la información o explicación presentada.
- El estudiante agrupará información relacionada en párrafos o secciones y hará uso de formatos (por ejemplo, usando encabezados), ilustraciones, y representación multimedia cuando sea de utilidad.
- El estudiante conectará ideas dentro y entre categorías de información utilizando palabras y frases como *in contrast* o *especially*.
- El estudiante será preciso en su uso del lenguaje y usará vocabulario perteneciente al tema.

Escritura en Sexto Grado

- El estudiante presentará un tema, y lo desarrollará usando datos y hechos, definiciones, detalles concretos, citas bibliográficas, u otra información que sean relevantes.
- El estudiante formulará una conclusión relacionada a la información o explicación presentada.
- El estudiante organizará sus ideas, conceptos e información haciendo uso de definiciones, clasificaciones, comparación y contraste, y causa y efecto.
- El estudiante usará formatos (por ejemplo, usando encabezados), ilustraciones, y representación multimedia cuando sean de utilidad.
- El estudiante utilizará conectores gramaticales apropiados para establecer la relación entre ideas y conceptos.
- El estudiante utilizará lenguaje preciso y vocabulario específico sobre el tema.
- El estudiante aprenderá y mantendrá un estilo formal de escritura.



Algunas reglas de escritura podrían parecer similares año tras año, sin embargo con la práctica a través de los grados, el estudiante continuará aprendiendo y aplicando las reglas del inglés escrito estándar. Asimismo, continuará fortaleciendo y aumentando su vocabulario, su uso del lenguaje y su organización de ideas.

Ayudando a su hijo a aprender fuera de la escuela



1. Disponga de tiempo y lugar para que su hijo lea independientemente. Este tiempo para la lectura deberá estar libre de distracciones como la televisión.
2. Pregúntele a su hijo qué ha aprendido del material leído y como puede utilizar ese conocimiento en la vida real. Pídale que lea en voz alta las secciones que encuentra más interesantes o útiles de lo que este leyendo.
3. Ayude a su hijo a utilizar recursos como el internet y el diccionario para buscar palabras que desconoce.
4. Haga un seguimiento del tiempo que lee su hijo cada día. Tome nota de los materiales de lectura que su hijo lee (libros, revistas, artículos de periódicos, el internet, etc.) Busque materiales adicionales para continuar motivándolo a leer.
5. Asegúrese de que su hijo tenga una tarjeta de la biblioteca. Los niños deben elegir libros que les interesen para desarrollar un gusto por la lectura. Muchas bibliotecas tienen círculos de lectores y actividades familiares para fomentar la lectura de manera divertida para toda la familia.
6. Utilice la tecnología para fomentar en su hijo el interés por la lectura. Hay muchas páginas web en donde los estudiantes pueden leer libros o artículos en línea. Las bibliotecas tienen computadoras que el estudiante pueden utilizar para acceder a estos sitios web, incluyendo algunos sitios web que pueden ayudar al estudiante que tenga dificultad para leer algunas palabras independientemente. No dude en pedirle sugerencias al maestro o a la bibliotecaria.

Recursos Adicionales



Para más información sobre los estándares académicos fundamentales en las artes del lenguaje en inglés y la alfabetización, visite <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts> o <http://www.commoncoreworks.org>.

Year at a Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1) Establish Routines 2) Back to School: Strategy Review 3) Theme 1: <i>Nature's Fury</i> <u>Week 1</u> Reading – Realistic Fiction Writing - Focus: Description Weekly: News Article (2 wks.) 4) Theme 1: <i>Nature's Fury</i> <u>Week 2</u> Reading – Nonfiction Writing - Focus: Description Weekly: News Article 5) Theme 1: <i>Nature's Fury</i> <u>Week 3</u> Reading – Nonfiction Writing – Focus: Description Weekly: Paragraph of Info. 6) Theme 1: <i>Nature's Fury</i> <u>Week 4</u> (Monitoring Progress) Reading – Realistic Fict./ Non-Fiction Writing – Finalize Description 7) Theme 1: <i>Nature's Fury</i> <u>Week 5</u> Genre Study: <i>Tall Tales</i> 8) Theme 2: <i>Give It All You've Got</i> <u>Week 1</u> Reading – Autobiography Writing –Focus: Personal Essay Weekly: Announcement	1) Theme 2: <i>Give It All You've Got</i> <u>Week 2</u> Reading – Realistic Fiction Writing –Focus: Personal Essay Weekly: Summary 2) Theme 2: <i>Give It All You've Got</i> <u>Week 3</u> Reading – Realistic Fiction Writing – Focus: Personal Essay Weekly: Clarification Comp. 3) Theme 2: <i>Give It All You've Got</i> <u>Week 4</u> Reading – Biography Writing – Focus: Personal Essay Weekly: Business Letter 4) Theme 2: <i>Give It All You've Got</i> <u>Week 5</u> (Monitoring Progress) Reading – Non-Fiction/Realistic Fiction Writing – Finalize Personal Essay Weekly: Business Letter 5) Theme 2: <i>Give It All You've Got</i> <u>Week 6</u>– Genre Study: <i>Poetry</i> 6) Theme 3: <i>Voices of the Revolution</i> <u>Week 1</u> Reading – Biography Writing – Focus: Story Weekly: Char. Sketch (2wks) 7) Theme 3: <i>Voices of the Revolution</i> <u>Week 2</u> Reading – Historical Fiction Writing – Focus: Story Weekly: Char. Sketch 8) Theme 3: <i>Voices of the Revolution</i> <u>Week 3</u> Reading – Biography Writing – Focus: Story Weekly: Biography (2 wks) 9) Theme 3: <i>Voices of the Revolution</i> <u>Week 4</u> (Monitoring Progress) Reading – Historical Fict./Non-Fiction Writing – Finalize Story Weekly: Biography	1) Theme 4: <i>Person to Person</i> <u>Week 1</u> Reading – Realistic Fiction Writing –Focus: Personal Narrative Weekly: Memo 2) Theme 4: <i>Person to Person</i> <u>Week 2</u> Reading – Nonfiction Writing –Focus: Personal Narrative Weekly: Writing Instructions 3) Theme 4: <i>Person to Person</i> <u>Week 3</u> Reading – Realistic Fiction Writing –Focus: Personal Narrative Weekly: How To Paragraph 4) Theme 4: <i>Person to Person</i> <u>Week 4</u> Reading – Realistic Fiction Writing –Focus: Personal Narrative Weekly: Journal Entry 5) Theme 4: <i>Person to Person</i> <u>Week 5</u> (Monitoring Progress) Reading – Realistic Fiction/Non-Fiction Writing – Finalize Personal Narrative 6) Theme 4: <i>Person to Person</i> <u>Week 1</u> Genre Study: <i>Plays</i> 7) Theme 5: <i>One Land, Many Trails</i> <u>Week 1</u> Reading – Biography Writing – Focus: Research Report Weekly: Problem/Solution Comp. 8) Theme 5: <i>One Land, Many Trails</i> <u>Week 2</u> Reading – Nonfiction Writing – Focus: Research Report Weekly: Explanation (2wks) 9) Theme 5: <i>One Land, Many Trails</i> <u>Week 3</u> Reading – Nonfiction Writing – Focus: Research Report Weekly: Explanation	1) Theme 5: <i>One Land, Many Trails</i> <u>Week 4</u> Reading – Historical Fiction Writing –Focus: Research Report Weekly: Compare/Contrast Para. 2) SBA Test Preparation 3) SBA Testing 4) Theme 5: <i>One Land, Many Trails</i> <u>Week 5</u> (Monitoring Progress) Reading – Historical Fiction/ Nonfiction Writing – Finalize Research Report 5) Theme 5: <i>One Land, Many Trails</i> <u>Week 6</u> Genre Study: <i>Autobiography</i> 6) Theme 6: <i>Animal Encounters</i> <u>Week 1</u> Reading – Nonfiction Writing –Focus: Persuasive Essay Weekly: Opinion Paragraph 7) Theme 6: <i>Animal Encounters</i> <u>Week 2</u> Reading – Nonfiction Writing –Focus: Persuasive Essay Weekly: Compare/Contrast Essay (2wks) 8) Theme 6: <i>Animal Encounters</i> <u>Week 3</u> Reading – Realistic Fiction Writing –Focus: Persuasive Essay Weekly: Compare/Contrast Essay (2wks) 9) Theme 6: <i>Animal Encounters</i> <u>Week 4</u> (Monitoring Progress) Reading – Fiction/Nonfiction Writing – Finalize Persuasive Essay

Complete Plan

Essential Concepts	Essential Vocabulary	Standards	Instructional Resources	Assessments
Quarter 1: <i>Houghton Mifflin Harcourt Reading</i> and associated instructional materials are the primary language arts materials. The main/core selection for each week's theme is the primary instructional text for comprehension work for all students. CCSS standards are incorporated across the instructional day with literary and informational texts. Students will practice independent reading every day with books they can access and will be writing in response to reading on a daily basis. BAP lessons accompany HM's core reading selections. These selections are non-negotiable, along with the Weekly Writing Lesson & Writing Workshop Focus. Monitoring Student Progress & Focus on Genre are to be additionally taught at the teacher's discretion.				
1) Establish Routines 2) Back to School Strategy Review Phonics Review Launch Theme 1: <i>Nature's Fury</i> Classroom Procedures	clarify, evaluate, evidence, infer, monitor, predict, question, summarize		HMH Back to School Theme resources	Classroom assessments and observations HMH diagnostic assessments as appropriate, running records, writing samples, spelling inventories
3) Theme 1, Week 1 Genre: Realistic Fiction Comprehension Strategy: Predict/Infer Comprehension Skill: Sequence of Events BAP: Writing in Response to Reading Phonics/ Structural Analysis: Base words; short vowels Spelling: Short vowels Vocabulary: Using a thesaurus Weekly Writing Lesson: Writing a news	debris, fault, heaved, isolated, jolt, ominous, undulating	RL.5.1, RL.5.3, RL.5.4, RL.5.7; RFS.5.3, RFS.5.4; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5; W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10 SEL 2C	Whole & Small Group Core Text: <i>Earthquake Terror</i> Independent reading/ literacy centers/ small groups (to differentiate instruction and teach and practice essential skills): Utilize a combination of	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests,

* Bolded Vocabulary Words are the words teachers should "invest" time and effort in. These are words students will see over and over again in a variety of contexts and across the curriculum.

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article; adding details (2 weeks) Text Type- Informative/Explanatory • HM Teacher’s Manual p. 51K-L. • Explicit Instruction- Quotations Grammar: Sentence kinds and parts Writing Workshop Focus: Description (word choice, sentence fluency) Text Type- Informative/Explanatory • HM Teacher’s Manual p. 52-53H. Ongoing Independent Reading Opportunities			leveled texts, trade books, and other available texts to meet student needs HMH Instructional Resources as needed to teach essential concepts	culminating writing tasks related to core text Published Writing Workshop Piece: <i>description</i> (by end of theme)
4) Theme 1, Week 2 Genre: Nonfiction Comprehension Strategy: Question Comprehension Skill: Text Organization BAP: Writing in Response to Reading Phonics/Structural Analysis: Syllabication; long vowels: /ā/, /ē/, /ī/ Spelling: Long vowels /ā/, /ē/, /ī/ Vocabulary: Dictionary guide words Weekly Writing Lesson: Writing a news article; adding details (continued) Text Type- Informative/Explanatory • HM Teacher’s Manual p. 51K-L. • Explicit Instruction- Quotations Grammar: Longer sentences	awe (awesome), collide, develop/developed, “eye of the storm”, fee, forecast, natural forces, occupation, scrambled, severe, weather/whether snatching, spectacular, weather patterns	RIT.5.1, RIT.5.2, RIT.5.3, RIT.5.4, RIT.5.5, RIT.5.8, RIT.5.10; RFS.5.3, RFS.5.4; W.4.1, W.4.4, W.4.5; SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.4, L.5.5, L.5.6 SEL 1A, SEL 4A	Whole & Small Group Core Text: <i>Eye of the Storm</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher’s Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece:

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Writing Workshop Focus: Description (word choice, sentence fluency) Text Type- Informative/Explanatory HM Teacher's Manual p. 52-53H. Ongoing Independent Reading Opportunities				<i>Description</i> (by end of theme)
5) Theme 1, Week 3 Genre: Nonfiction Comprehension Strategy: Monitor/Clarify Comprehension Skill: Categorize and Classify BAP: Writing in Response to Reading Phonics/Structural Analysis: Word roots (struct, rupt); long vowels /ō/, /ōō/, /yōō/ Spelling: Long vowels /ō/, /ōō/, /yōō/ Vocabulary: Dictionary definitions Weekly Writing Lesson: Writing a paragraph of information; correcting sentence fragments Text Types- Informative/Explanatory - HM Teacher's Manual p. 105K-L. Grammar: Singular/plural nouns Writing Workshop Focus: Description (word choice, sentence fluency) Text Type- Informative/Explanatory - HM Teacher's Manual p. 52-53H.	billow, caldera, crater, lava, magma, molten, plates, summit acres, awakened, century, destructive, energy, Norse, reclaim, weathered	RIT.5.1, RIT.5.2, RIT.5.4, RIT.5.8, RIT.5.10; RFS.5.3, RFS.5.4; W.5.2, W.5.4, W.5.8, W.5.9; SL5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.4	Whole & Small Group Core Text: <i>Volcanoes</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Description</i> (by end of theme)

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Ongoing Independent Reading Opportunities				
6) Theme 1, Week 4 Monitoring Student Progress Genre: Realistic Fiction/Non-Fiction Comprehension Strategy: Predict/Infer Comprehension Skill: Review Phonics/Structural Analysis: Review Spelling: Review Vocabulary: Review Weekly Writing Lesson: Review: Cross-Curricular writing opportunity for SS/Science Grammar: Review Writing Workshop Focus: Description (word choice, sentence fluency) Text Type- Informative/Explanatory HM Teacher's Manual p. 52-53H. Ongoing Independent Reading Opportunities	<i>Night of the Twisters</i> Civil Defense Emergency, meteorologist, ominous bolting, huddled, lull, reception, stationed <i>Blizzard</i> concessions, entrepreneurs, floss, immense, pedestrians, treacherous desperate, ominous, stranded	RL.5.1, RL.5.3, RL.5.4 RL.5.7, RL.5.10; RIT.5.1, RIT.5.2, RIT.5.3, RIT.5.4, RIT.5.5, RIT.5.8, RIT.5.10; RFS.5.3, RFS.5.4; W.5.1, W.5.2, W.5.4, W.5.8, W.5.9; SL.5.1, SL.5.2, SL.5.6; L.5.1a, L.5.2e, L.5.4b, L.5.4c, L.5.5a	Whole & Small Group Core Text: <i>Night of the Twisters/ Blizzard</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Description</i> (by end of theme)

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7) Theme 1 Genre Study Genre: Tall Tales Launch Theme 2: Give It All You've Got Comprehension Strategy: Summarize Comprehension Skill: Understanding Tall Tales Phonics/ Structural Analysis: Word roots, vis, vid; vowel pair ea Spelling: Long to short vowels Vocabulary: Slang/informal language Weekly Writing Lesson: Writing a Tall Tale; using exact nouns Text Type- Narrative - HM Teacher's Manual p.107A-129R Grammar: Varying sentence types; appositives Writing Workshop Focus: Description (word choice, sentence fluency) Text Type- Informative/Explanatory - HM Teacher's Manual p. 52-53H. Ongoing Independent Reading Opportunities	deeds, exaggerate, hero, heroine, tale, tradition frontier, settler <i>Paul Bunyan</i> pioneers <i>John Henry</i> shaker maul <i>Sally Ann</i> tillers forage, "had a reputation for", varmint <i>February</i> dismals, extract, navigated, rustle	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, R.5.6, RL.5.7, RL.5.10; RFS.5.3, RFS.5.4; W.5.3, W.5.4, W.5.5, W.5.6; SL.5.1, SL.5.2, SL.5.6; L.5.2e, L.5.3a, L.5.4b, L.5.4c	Whole & Small Group Core Text: <i>Tall Tales from HMM Genre Study, Additional teacher-selected Tall Tales as desired</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Description completed</i> Summative assessments, including: HMH Theme assessments Teacher created summative assessments
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8) Theme 2, Week 1 Genre: Autobiography Comprehension Strategy: Evaluate Comprehension Skill: Fact and Opinion BAP: Writing in Response to Reading Phonics/Structural Analysis: compound words; silent consonants Spelling: Compound words Vocabulary: word families Weekly Writing Lesson: Writing an announcement; ordering important information Text Type- Informative/Explanatory • HM Teacher's Manual p. 157K-L. Grammar: kinds of nouns Writing Workshop Focus: Personal Essay (voice, conventions and presentation) Text Type- Opinion • HM Teacher's Manual p. 157S-159H. Ongoing Independent Reading Opportunities	amateur, anticipating, choreographers, elegant, eligible, interpreting, momentum, qualify, scholarships, technical aspect, deduct, distributed, elite, overwhelmed, revolutions, triple axel	RIT.5.1, RIT.5.2, RIT.5.3, RIT.5.4, RIT.5.6, RIT.5.8; W.5.2, W.5.4, W.5.5, W.5.9, W.5.10; SL.5.1, SL.5.2; L.5.1, L.5.2e, L.5.3, L.5.4 SEL 1B, SEL 1C, SEL 2D	Whole & Small Group Core Text: <i>Michelle Kwan: Heart of a Champion</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Essay</i> (by end of theme)
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Quarter 2: *Houghton Mifflin Harcourt Reading* and associated instructional materials are the primary language arts materials. **The main/core selection for each week's theme is the primary instructional text for comprehension work for all students.** CCSS standards are incorporated across the instructional day with literary **and** informational texts. Students will practice independent reading every day with books they can access and will be writing in response to reading on a daily basis. BAP lessons accompany HM's core reading selections. These selections are non-negotiable, along with the Weekly Writing Lesson & Writing Workshop Focus. Monitoring Student Progress & Focus on Genre are to be additionally taught at the teacher's discretion.

1) Theme 2, Week 2 Genre: Realistic Fiction Comprehension Strategy: Summarize Comprehension Skill: Story Structure BAP: Writing in Response to Reading Phonics/Structural Analysis: Word roots (spec/t, opt); the /ou/, /ô/, /oi/ Spelling: /ou/ (ounce, tower), /ô/ (fawn, fault), /oi/ Vocabulary: Multiple-meaning words Weekly Writing Lesson: Writing a summary; paraphrasing. Text Type- Narrative • HM Teacher's Manual p. 181K-L. Grammar: Action verbs; direct objects Writing Workshop Focus: Personal Essay (voice, conventions and presentation) Text Type- Opinion • HM Teacher's Manual p. 157S-159H. Ongoing Independent Reading Opportunities	confident, limelight, pantomime, record, record player, yearned announced, dashed, dimmed, impress, recalled, ripped, roared, snickered	RL.5.1, RL.5.3, RL.5.4 RL.5.7, RL.5.10; RFS.5.3, RFS.5.4; W.5.4, W.5.5, W.5.6, W.5.10; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5 SEL 3A	Whole & Small Group Core Text: <i>La Bamba</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Essay</i> (by end of theme)
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2) Theme 2, Week 3 Genre: Realistic Fiction Comprehension Strategy: Predict/Infer Comprehension Skill: Predicting Outcomes BAP: Writing in Response to Reading Phonics/Structural Analysis: Suffixes -ward, -ous; /ôr/, /âr/, and /âr/ sounds Spelling: /ôr/, /âr/, and /âr/ Vocabulary: Homophones Weekly Writing Lesson: A Clarification Composition; combining sentences Text Type- Informative/Explanatory • HM Teacher’s Manual p. 207K-L. Grammar: Kinds of verbs Writing Workshop Focus: Personal Essay (voice, conventions and presentation) Text Type- Opinion • HM Teacher’s Manual p. 157S-159H. Ongoing Independent Reading Opportunities	beckoned, engulfed, gorge, grudges, immobile, impenetrable, momentum, receding, redirect, span, stretch of safety ascending, dismayed, futile, guardrail, plowed, vowed	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.6; L.5.1, L.5.2, 5.4, L.5.5 SEL 2A, SEL 2D	Whole & Small Group Core Text: <i>The Fear Place</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Essay</i> (by end of theme)
3) Theme 2, Week 4 Genre: Biography Comprehension Strategy: Monitor/Clarify Comprehension Skill: Topic, Main Idea and Supporting Details	asserting, devoted, established, motto, orbit, trailblazer demanding, designed, drift, excelled, perched,	RIT.5.1, RIT.5.2, RIT.5.4; RF.5.3, RF.5.4; W.5.1, W.5.4, W.5.5, W.5.9, W.5.10; SL.5.1; L.5.4, L.5.5, L.5.6	Whole & Small Group Core Text: <i>Mae Jemison, Space Scientist</i> Independent reading/ literacy	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers

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BAP: Writing in Response to Reading Phonics/Structural Analysis: Suffixes –ive and –ic; /ûr/, /îr/ sounds Spelling: /ûr/ and /îr/ Vocabulary: Homophones Weekly Writing Lesson: Writing a business letter; tone Text Type- Narrative • HM Teacher’s Manual p. 229K-L. Grammar: More about verb tenses Writing Workshop Focus: Personal Essay (voice, conventions and presentation) Text Type- Opinion • HM Teacher’s Manual p. 157S-159H. Ongoing Independent Reading Opportunities 4) Theme 2, Week 5 Monitoring Student Progress Genre: Nonfiction/Realistic Fiction Comprehension Strategy: Monitor/Clarify Comprehension Skill: Review Phonics/Structural Analysis: Review Spelling: Review Vocabulary: Review Weekly Writing Lesson: Review: Cross-Curricular writing opportunity for	resigned, resumed	SEL 2D, SEL 3B, SEL 3C	centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Essay</i> (by end of theme)
<i>Iditarod Dream</i> cargo, checkpoint, handlers, mushers, obstacles, pace, tributary runner, spectators, straggle, <i>Me, Mop and the Moondance Kid</i> backstop, bunted,	<i>Iditarod Dream</i> RIT.5.3, RIT.5.4, RIT.5.6, RIT.5.8; W.5.2, W.5.4, W.5.5; SL.5.1, SL.5.2; L.5.1, L.5.2e, L.5.3, L.5.4 <i>Me, Mop and the Moondance Kid</i> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6; RF.5.3,	Whole & Small Group Core Texts: <i>Iditarod Dream</i> <i>Me, Mop and the Moondance Kid</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work,	

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SS/Science Grammar: Review Writing Workshop Focus: Personal Essay (voice, conventions and presentation) Text Type- Opinion HM Teacher's Manual p. 157S-159H. Ongoing Independent Reading Opportunities	double, foul, home plate, infield, inning, mound, play-offs control, respectable	RF.5.4; W.5.2, W.5.4, W.5.8; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5	needs) HMH Instructional Resources as needed to teach essential concepts	spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Essay</i> (by end of theme)
5) Theme 2 Genre Study Genre: Poetry Launch Theme 3: Voices of the Revolution Comprehension Strategy: Predict/Infer Comprehension Skill: Understanding Poetry Phonics/Structural Analysis: Suffixes -ward, -ous, -ive, and -ic; /âr/, /är/, /îr/, /ôr/, /ûr/ sounds Spelling: Homophones Vocabulary: Words from other languages Weekly Writing Lesson: Writing a poem; onomatopoeia Text Type- Narrative HM Teacher's Manual p. 231A-253R Grammar: Capitalizing nouns that replace names; keeping verbs in the same tense Writing Workshop Focus: Personal Essay	<i>Poetry</i> image, imagination, poem, rhyme, rhythm <i>Knoxville, Tennessee</i> homecoming, okra <i>Early Spring</i> larkspur generation, mesa <i>Civilization</i> baying civilization <i>Whirligig Beetles</i> tortuous <i>The Shark</i> drab <i>The Bat</i>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6; RF.5.3, RF.5.4; W.5.1, W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.6; L.5.1, L.5.2, 5.4, L.5.5	Whole & Small Group Core Texts: <i>Poetry from HMH Poetry Study</i> <i>Additional teacher-selected poetry as desired</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Essay completed</i> Summative assessments, including: HMH Theme assessments

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(voice, conventions and presentation) Text Type- Opinion • HM Teacher’s Manual p. 157S-159H. Ongoing Independent Reading Opportunities	amiss <i>Campfire</i> luscious <i>Be Glad Your Nose Is on Your Face</i> thick and thin <i>What Are Pockets For?</i> flint, sash cord gut <i>Ode to Pablo’s Tennis Shoes</i> novelas		Teacher created summative assessments
6) Theme 3, Week 1 Genre: Biography Comprehension Strategy: Evaluate Comprehension Skill: Author’s Viewpoint BAP: Writing in Response to Reading Phonics/Structural Analysis: Possessives and contractions; final /ər/ sound Spelling: Final /ər/ Vocabulary: Synonyms Weekly Writing Lesson: Character sketch; using exact nouns and verbs (2 weeks) Text Type- Narrative	colonies, foundry, green, liberty, patriot, scouts, sentries arouse, cargo, engraved, express gathering, incident, rider, scrawl, succession, taxes, volley, whittled, withdrawn	RL.5.1, RL.5.2, RL.5.4; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.5, W.5.9; SL.5.1, L.5.1, L.5.2, L.5.4 SEL 1B, SEL 1C, SEL 1D	HMH Teacher’s Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to

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- HM Teacher's Manual p. 285K-L. Grammar: Subject-verb agreement; regular/irregular verbs Writing Workshop Focus: Story (ideas and word choice) Text Type- Narrative - HM Teacher's Manual p. 289A-H. Ongoing Independent Reading Opportunities 7) Theme 3, Week 2 Genre: Historical Fiction Comprehension Strategy: Summarize Comprehension Skill: Cause and Effect BAP: Writing in Response to Reading Phonics/Structural Analysis: VCCV and VCV patterns; final digraphs Spelling: VCCV and VCV patterns Vocabulary: Pronunciation Key in a dictionary Weekly Writing Lesson: Character sketch; using exact nouns and verbs (continued) Text Type- Narrative - HM Teacher's Manual p. 285K-L. Grammar: Verb phrases with <i>have</i>; teach/learn, let/leave, sit/ set, can/may Writing Workshop Focus: Story (ideas and word choice)			to teach essential concepts Whole & Small Group Core Text: <i>Katie's Trunk</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	core text Published Writing Workshop Piece: <i>Story</i> (by end of theme) HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Story</i> (by end of theme)
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Text Type- Narrative				
- HM Teacher's Manual p. 289A-H. Ongoing Independent Reading Opportunities 8) Theme 3, Week 3 Genre: Biography Comprehension Strategy: Question Comprehension Skill: Using a K-W-L chart BAP: Writing in Response to Reading Phonics/Structural Analysis: Prefixes sur-and sub -; final /l/ and /ə/ sounds Spelling: Final /l/ and /ə/ sounds Vocabulary: Antonyms Weekly Writing Lesson: Writing a biography; capitalizing names of people and places (2 weeks) Text Type- Informative/Explanatory - HM Teacher's Manual p. 333K-L. Grammar: Kind of Adjectives; proper adjectives Writing Workshop Focus: Story (ideas and word choice) Text Type- Narrative - HM Teacher's Manual p. 289A-H. Ongoing Independent Reading Opportunities 9) Theme 3, Week 4	abolitionists, author's viewpoint, comrades, enslavement, persuade, privateers, provisions, yellow fever bondage, captives, rebels, relented, traitors	RIT.5.1, RIT.5.2, RIT.5.3, RIT.5.4, RIT.5.6, RIT.5.8, RIT.5.9; W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.2; L.5.1, L.5.4, L.5.5, L.5.6 SEL 2B, SEL 3A, SEL 3C	Whole & Small Group Core Text: <i>James Forten</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Story</i> (by end of theme)
	<i>Toliver's Secret</i> breeches, courier,	<i>Toliver's Secret</i> RL.5.1, RL.5.2,	Whole & Small Group Core Texts:	HMH Teacher's Assessment Resources and

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Monitoring Student Progress Genre: Fiction/Nonfiction Comprehension Strategy: Summarize Comprehension Skill: Review Phonics/Structural Analysis: Review Spelling: Review Vocabulary: Review Weekly Writing Lesson: Writing a biography; capitalizing names of people and places (continued) Text Type- Informative/Explanatory • HM Teacher's Manual p. 333K-L. Grammar: Review Writing Workshop Focus: Story (ideas and word choice) Text Type- Narrative • HM Teacher's Manual p. 289A-H. Ongoing Independent Reading Opportunities	primly, urchin favor, ferryboat, intend, retreats, suspect, timid <i>Mary Redmond, John Darragh, and Dicey Langston: Spies</i> encoded, peril, re-holstered, steeled casual, contacts, headquartered, tenants	RL.5.3, RL.5.4, RL.5.6; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.8; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5 <i>Mary Redmond, John Darragh, and Dicey Langston: Spies</i> RIT.5.3, RIT.5.4, RIT.5.6, RIT.5.8; W.5.2, W.5.4, W.5.5; SL.5.1, SL.5.2; L.5.1, L.5.2e, L.5.3, L.5.4	<i>Toliver's Secret Mary Redmond, John Darragh, and Dicey Langston: Spies</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Story completed</i> Summative assessments, including: HMH Theme assessments Teacher created summative assessments
Quarter 3: Houghton Mifflin Harcourt Reading and associated instructional materials are the primary language arts materials. The main/core selection for each week's theme is the primary instructional text for comprehension work for all students. CCSS standards are incorporated across the instructional day with literary and informational texts. Students will practice independent reading every day with books they can access and will be writing in response to reading on a daily basis. BAP lessons accompany HM's core reading selections. These selections are non-negotiable, along with the Weekly Writing Lesson & Writing Workshop Focus. Monitoring Student Progress & Focus on Genre are to be additionally taught at the teacher's discretion.				
1) Theme 4, Week 1 Genre: Realistic Fiction	beamed, detain, meet, staples, stifle	RL.5.1, RL.5.2, RL.5.3; RF.5.3, RF.5.4; W.5.1,	Whole & Small Group Core Text:	HMH Teacher's Assessment Resources/ BAP Culminating Task

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Comprehension Strategy: Predict/Infer Comprehension Skill: Problem Solving and Decision Making BAP: Writing in Response to Reading Phonics/Structural Analysis: VCCCV; consonant clusters Spelling: VCCCV pattern Vocabulary: Base words and inflected forms Weekly Writing Lesson: Memo; changing positions of adjectives Text Type- Informative/Explanatory - HM Teacher’s Manual p. 363K-L. Grammar: Comparing with adjectives; comparing with good/bad Writing Workshop Focus: Personal Narrative (voice and sentence fluency) Text Type- Narrative - HM Teacher’s Manual p. 333K-L. Ongoing Independent Reading Opportunities	amazingly, approach, errand, honor, millet, offended, reluctant, spectators, suspects	W.5.2, W.5.4, W.5.5, W.5.9, W.5.10; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.6 SEL 3A, SEL 4B	<i>Mariah Keeps Cool</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Narrative</i> (by end of theme)
2) Theme 4, Week 2 Genre: Nonfiction Comprehension Strategy: Monitor/Clarify Comprehension Skill: Noting Details BAP: Writing in Response to Reading Phonics/Structural Analysis: VV pattern; less	braille, cinch, dog guide, instinct, movie marquee, veered “go sighted guide”, layout, optic atrophy, reeking, routes, soloed	RL.5.1, RL.5.2, RL.5.3; RF.5.3, RF.5.4; W.5.2, W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10; SL.5.1, L.5.1, L.5.2, L.5.3, L.5.4	Whole & Small Group Core Text: <i>Mom’s Best Friend</i> Independent reading/ literacy centers/ small groups (a variety of literature and	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based

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common long e spellings Spelling: VV pattern Vocabulary: More multiple-meaning words Weekly Writing Lesson: Instructions; combining sentences Text Type- Informative/Explanatory - HM Teacher's Manual p. 391K-L. Grammar: Commas in a series; more uses for commas Writing Workshop Focus: Personal Narrative (voice and sentence fluency) Text Type- Narrative - HM Teacher's Manual p. 333K-L. Ongoing Independent Reading Opportunities		SEL 1A, SEL 3A	informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Narrative</i> (by end of theme)
3) Theme 4, Week 3 Genre: Realistic Fiction Comprehension Strategy: Question Comprehension Skill: Compare and Contrast BAP: Writing in Response to Reading Phonics/Structural Analysis: Words ending in -ed or -ing; double consonants Spelling: -ed or -ing endings Vocabulary: Prefixes in a dictionary Weekly Writing Lesson: How-to paragraph;	accompaniment, forlorn, heritage, lame, noble, opera, scornfully, solemnly, unison absently, cling, gristle, mooning, string quartet	RL.5.1, RL.5.2, RL.5.3; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.5, W.5.9, W.5.10; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.5, L.5.6 SEL 1A, SEL 3A, SEL 3C, SEL 3D	Whole & Small Group Core Text: <i>Yang the Second and Her Secret Admirers</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work,

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order words Text Type- Informative/Explanatory - HM Teacher’s Manual p. 391K-L. Grammar: interjections; quotations Writing Workshop Focus: Personal Narrative (voice and sentence fluency) Text Type- Narrative - HM Teacher’s Manual p. 333K-L.			Resources as needed to teach essential concepts	spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Narrative</i> (by end of theme)
Ongoing Independent Reading Opportunities 4) Theme 4, Week 4 Genre: Realistic Fiction Comprehension Strategy: Evaluate Comprehension Skill: Making Inferences BAP: Writing in Response to Reading Phonics/Structural Analysis: Suffixes –ly, -ness, -ment, -ful, -less; the /s/ and /z/ sounds Spelling: Suffixes –ly, -ness, -ment, -ful, -less Vocabulary: Word connotations Weekly Writing Lesson: Journal Entry; expanding sentences with adjectives Text Type- Narrative HM Teacher’s Manual p. 437K-L.	cope, forefingers, Honorable Mention, prose, steep grade description, mimeographed, mildew, rejected, snoop, splendid, submitted	RL.5.1, RL.5.2, R.L. 5.4; R.F. 5.3, R.F. 5.4; W.5.1, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10; SL.5.1, SL. 5.2; L.5.1, L.5.2, L.5.4, L.5.6 SEL 3A	Whole & Small Group Core Text: <i>Dear Mr. Henshaw</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher’s Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal</i>

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Grammar: Abbreviations; titles Writing Workshop Focus: Personal Narrative (voice and sentence fluency) Text Type- Narrative Houghton Mifflin Teacher's Manual p. 333K-L. Ongoing Independent Reading Opportunities				<i>Narrative</i> (by end of theme)
5) Theme 4, Week 5 Monitoring Student Progress Genre: Fiction/Nonfiction Comprehension Strategy: Question Comprehension Skill: Review Phonics/Structural Analysis: Review Spelling: Review Vocabulary: Review Weekly Writing Lesson: Review: Cross-Curricular writing opportunity for SS/Science Grammar: Review Writing Workshop Focus: Personal Narrative (voice and sentence fluency) Text Type- Narrative Houghton Mifflin Teacher's Manual p. 333K-L. Ongoing Independent Reading Opportunities	<i>Summer on Wheels</i> chauffeur, maneuvering, surfaced surfing, taunted <i>The Wright Brothers: How They Invented the Airplane</i> buffeted, clattered elated, erratic, hoisted, irregularity, negative, unfavorable	<i>Summer on Wheels</i> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6; RF.5.3, RF.5.4; W.5.2, W.5.3, W.5.4, W.5.8, W.5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.6 <i>The Wright Brothers: How They Invented the Airplane</i> RIT.5.3, RIT.5.4, RIT.5.6, RIT.5.8; W.5.2, W.5.3, W.5.4, W.5.8, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.4, L.5.6	Whole & Small Group Core Texts: <i>Summer on Wheels</i> <i>The Wright Brothers: How They Invented the Airplane</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Narrative</i> (by end of theme)
6) Theme 4 Genre Study	coaxing, incident,	RL.5.1, RL.5.2,	Whole & Small	HMH Teacher's

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Genre: Plays Launch Theme 5: One Land, Many Trails Comprehension Strategy: Monitor/Clarify Comprehension Skill: Understanding Plays Phonics/Structural Analysis: Syllabication patterns; unusual consonant and vowel patterns Spelling: unusual spellings Vocabulary: Idioms Weekly Writing Lesson: Scene of a Play; using exact verbs Text Type- Narrative - HM Teacher's Manual p. 461K-L. Grammar: More commas in a series; more abbreviations Writing Workshop Focus: Personal Narrative (voice and sentence fluency) Text Type- Narrative - HM Teacher's Manual p. 333K-L. Ongoing Independent Reading Opportunities 7) Theme 5, Week 1 Genre: Biography Comprehension Strategy: Predict/Infer Comprehension Skill: Drawing Conclusions	scenes, stage directions balmy, beret, captured, chaperone, client, crackerjack, dialogue, Duchy, entourage, escort, negotiator, performance, script, sobering up, stage, tartly, version	RL.5.3, RL. 5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10; RF. 5.3, RF. 5.4; W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.5, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.6	Group Core Texts: <i>The Case of the Runaway Appetite:</i> <i>A Joe Giles Mystery</i> <i>Additional teacher-selected plays as desired</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Personal Narrative completed</i> Summative assessments, including: HMH Theme assessments Teacher created summative assessments
	custom, determination, raided, reputation, triumph coup stick,	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RF.5.3, RF.5.4, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9,	Whole & Small Group Core Text: <i>A Boy Called Slow</i> Independent reading/ literacy centers/ small	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.:

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BAP: Writing in Response to Reading Phonics/Structural Analysis: Prefixes un-, dis-, in-, re-; suffix -ion; final /tj/, /tv/, /ts/ sounds Spelling: Prefixes un-, dis-, in-, re-; suffix -ion Vocabulary: Analogies Weekly Writing Lesson: Problem/Solution composition; combining sentences Text Type- Opinion - HM Teacher’s Manual p. 519K-L. Grammar: Subject/object pronouns; using I and me Writing Workshop Focus: Research Report (organization, conventions and presentation) Text Type- Informative/Explanatory - HM Teacher’s Manual p. 491S-495H. Ongoing Independent Reading Opportunities 8) Theme 5, Week 2 Genre: Nonfiction Comprehension Strategy: Question Comprehension Skill: K-W-L Chart BAP: Writing in Response to Reading Phonics/Structural Analysis: Stress in syllables; word beginning a-, be-	extended, inherited, respect, travois	W.5.10, SL.5.1, SL.5.2, L.5.4, L.5.5, L.5.6 SEL 1A, SEL 2B, SEL 3C	groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	Oral and written answers to text-based comprehension questions, fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Research Report</i> (by end of theme)
fertile, homestead, homesteaders, immigrants, memoir, sod, steadfastness backfires, discouraged, glaciers, hard put, hardscrabble, heifer, legacy,	RL.5.1, RL.5.4, RL.5.6, RL.5.7, RL.5.10; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.5, W.5.6, W.5.7, W.5.8; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.5, L.5.6 SEL 3A	Whole & Small Group Core Text: <i>Pioneer Girl</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and	

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Spelling: Unstressed syllables Vocabulary: Suffixes in a dictionary Weekly Writing Lesson: Explanation; organizing information (2weeks) Text Type- Opinion - HM Teacher's Manual p. 547K-L. Grammar: Possessive pronouns; contractions Writing Workshop Focus: Research Report (organization, conventions and presentation) Text Type- Informative/Explanatory - HM Teacher's Manual p. 491S-495H. Ongoing Independent Reading Opportunities 9) Theme 5, Week 3 Genre: Nonfiction Comprehension Strategy: Evaluate Comprehension Skill: Making Judgments BAP: Writing in Response to Reading Phonics/Structural Analysis: Review of syllabication; final /n/, /ŋ/, /chŋr/, /zhŋr/ sounds Spelling: Final /n/, /ŋ/, /chŋr/, /zhŋr/ sounds Vocabulary: The parts of speech in a dictionary Weekly Writing Lesson: Explanation; organizing information (continued)	optimism, petticoats, relent, soddy		needs) HMH Instructional Resources as needed to teach essential concepts	fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Research Report</i> (by end of theme)
	bluff, corral, descending, feebly, intently, ravine, reared, remorse, suspended dismounted, fetlocks, herd, milled, mustangs, pranced, sensed, sensing, stallion, vastness	RL.5.1, RL.5.2, RL.5.4, RL.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9 W.5.10; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.5 SEL 2D, SEL 3A	Whole & Small Group Core Text: <i>Black Cowboy, Wild Horses</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text

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Text Type- Opinion - HM Teacher's Manual p. 547K-L. Grammar: Double subjects; using we/us with nouns Writing Workshop Focus: Research Report (organization, conventions and presentation) Text Type- Informative/Explanatory - HM Teacher's Manual p. 491S-495H. Ongoing Independent Reading Opportunities				Published Writing Workshop Piece: <i>Research Report</i> (by end of theme)
Quarter 4: <i>Houghton Mifflin Harcourt Reading</i> and associated instructional materials are the primary language arts materials. The main/core selection for each week's theme is the primary instructional text for comprehension work for all students. CCSS standards are incorporated across the instructional day with literary and informational texts. Students will practice independent reading every day with books they can access and will be writing in response to reading on a daily basis. BAP lessons accompany HM's core reading selections. These selections are non-negotiable, along with the Weekly Writing Lesson & Writing Workshop Focus. Monitoring Student Progress & Focus on Genre are to be additionally taught at the teacher's discretion.				
1) Theme 5, Week 4 Genre: Historical Fiction Comprehension Strategy: Summarize Comprehension Skill: Story Structure BAP: Writing in Response to Reading Phonics/Structural Analysis: Changing final y to i; initial and medial digraphs Spelling: Changing final y to i Vocabulary: Word histories in a dictionary Weekly Writing Lesson: Compare/Contrast paragraph; exact adverbs	condolences, conquered, determination, dictator, genuine, mocking, notorious, rebel, revolution bandoleras, barrio, boarding house, boarders, bustling, campesinos, chispa, drooping, frantic, mamacita, plaza, plunged, ravine, rugged,	RL.5.1, RL.5.2, RL.5.4, RL.5.10; RF.5.4; W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6 SEL 1A, SEL 1B, SEL 3A	Whole & Small Group Core Text: <i>Elena</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating

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Text Type- Opinion - HM Teacher's Manual p. 569K-L. Grammar: Adverbs; comparing with adverbs Writing Workshop Focus: Research Report (organization, conventions and presentation) Text Type- Informative/Explanatory - HM Teacher's Manual p. 491S-495H. Ongoing Independent Reading Opportunities	ripple, scarcely, stout			writing tasks related to core text Published Writing Workshop Piece: <i>Research Report</i> (by end of theme)
2) SBA Test Preparation				
3) SBA Testing				
4) Theme 5, Week 5 Monitoring Student Progress Genre: Fiction/Nonfiction Comprehension Strategy: Evaluate Comprehension Skill: Review Phonics/Structural Analysis: Review Spelling: Review Vocabulary: Review Weekly Writing Lesson: Review: Cross-Curricular writing opportunity for SS/Science	<i>Journey to Nowhere</i> burrs, flax, luxury, bustle, calculate, centipede, omen, skeins, turnpike, wondrous <i>Robert Farnsworth: Army Post on the Yukon</i> barracks, boomtown, claim-jumping, tour of specimens,	<i>Journey to Nowhere</i> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5, L.5.6 <i>Robert Farnsworth: Army Post on the</i>	Whole & Small Group Core Texts: <i>Journey to Nowhere</i> <i>Robert Farnsworth: Army Post on the Yukon</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs)	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to

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Grammar: Review Writing Workshop Focus: Research Report (organization, conventions and presentation) Text Type- Informative/Explanatory HM Teacher’s Manual p. 491S-495H. Ongoing Independent Reading Opportunities	duty aurora borealis, caribou, maintain, manuscript, recovered	<i>Yukon</i> RIT.5.3, RIT.5.4, RIT.5.6, RIT.5.8; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5, L.5.6	HMH Instructional Resources as needed to teach essential concepts	core text Published Writing Workshop Piece: <i>Research Report</i> (by end of theme)
5) Theme 5 Genre Study Genre: Autobiography Launch Theme 6: Animal Encounters Comprehension Strategy: Question Comprehension Skill: Understanding Autobiographies Phonics/Structural Analysis: Prefixes, Suffixes, and Endings; unusual consonant pronunciations Spelling: The sound of t Vocabulary: Words from names of places Weekly Writing Lesson: Chapter of an autobiography; using exact adjectives Text Type- Informative/Explanatory HM Teacher’s Manual p. 593K-L. Grammar: Adjectives with verbs that refer to	<i>Autobiography</i> insights, memories, piece childhood, original, present <i>Langston Terrace</i> choral crochet, cushion, reunion <i>Jane Goodall</i> documentary ethology, scholarship <i>Bill Peet: An Autobiography</i>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6 RL.5.9, RL.5.10; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.6	Whole & Small Group Core Texts: <i>Langston Terrace</i> <i>Jane Goodall</i> <i>Bill Peet: An Autobiography</i> <i>Hit a Grand Slam!</i> <i>Additional teacher-selected autobiographies as desired</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs)	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Research Report completed</i>

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the senses; using good and well Writing Workshop Focus: Research Report (organization, conventions and presentation) Text Type- Informative/Explanatory HM Teacher’s Manual p. 491S-495H. Ongoing Independent Reading Opportunities	dire, premiere box-office, hubbub, enduring, gala, marquee, painstaking, tedious <i>Hit a Grand Slam!</i> adversity, potential cherished, dedication, demotion, razzing		HMH Instructional Resources as needed to teach essential concepts	Summative assessments, including: HMH Theme assessments Teacher created summative assessments
6) Theme 6, Week 1 Genre: Nonfiction Comprehension Strategy: Evaluate Comprehension Skill: Making Generalizations BAP: Writing in Response to Reading Phonics/Structural Analysis: Prefixes <i>com-</i> , <i>con-</i> , <i>en-</i> , <i>ex-</i> , <i>pre-</i> , <i>pro-</i> ; the /k/ and /kw/ sounds Spelling: Prefixes <i>com-</i> , <i>con-</i> , <i>en-</i> , <i>ex-</i> , <i>pre-</i> , <i>pro-</i> Vocabulary: Using context Weekly Writing Lesson: Opinion paragraph; avoiding double negatives Text Type- Opinion HM Teacher’s Manual p. 623K-L.	critical, dominance, existence, instinctive, loping, pursuing, subjugate, subservience, tundra abundant, carcass, clumped, consume, devour, encounter, engrossed, harsh, humility, sedges, tolerant, wariness	RIT.5.1, RIT.5.2, RIT.5.3, RIT.5.4, RIT.5.8; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10; SL.5.1; L.5.1, L.5.2, L.5.4 SEL 3A	Whole & Small Group Core Text: <i>The Grizzly Bear Family Book</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Persuasive Essay</i>

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Grammar: contractions with <i>not</i> ; negatives Writing Workshop Focus: Persuasive Essay (ideas and organization) Text Type- Opinion				(by end of theme)
Ongoing Independent Reading Opportunities 7) Theme 6, Week 2 Genre: Nonfiction Comprehension Strategy: Monitor/Clarify Comprehension Skill: Topic, Main Idea, and Supporting Details BAP: Writing in Response to Reading Phonics/Structural Analysis: Three syllable words; consonant alternations Spelling: Three syllable words Vocabulary: Pronunciations in a dictionary Weekly Writing Lesson: Compare/Contrast essay; combining sentences with prepositional phrases (2weeks) Text Type- Opinion	bred, captivity, climate, conservation, diversity, forage, imminent, native, reserve confined, fare, flanked, hoists, machete, modified, observing, permitted, potential, roam, teeming, tentative	RIT.5.1, RIT.5.3, RIT.5.4, RIT.5.8; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10; SL.5.1, SL.5.2, L.5.5, L.5.6 SEL 3B	Whole & Small Group Core Text: <i>The Golden Lion Tamarin Comes Home</i> Independent reading/literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Persuasive Essay</i> (by end of theme)
Grammar: prepositions; prepositional phrases Writing Workshop Focus: Persuasive Essay (ideas and organization) Text Type- Opinion				

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HM Teacher's Manual p. 623S-625H.				
Ongoing Independent Reading Opportunities 8) Theme 6, Week 3 Genre: Realistic Fiction Comprehension Strategy: Summarize Comprehension Skill: Drawing Conclusions BAP: Writing in Response to Reading Phonics/Structural Analysis: Suffixes <i>-ent, -ant, -able, -ible</i>; vowel alternations Spelling: : Suffixes <i>-ent, -ant, -able, -ible</i> Vocabulary: Run-on Dictionary Entries Weekly Writing Lesson: Compare/Contrast essay; combining sentences with prepositional phrases (continued) Text Type- Opinion - HM Teacher's Manual p. 647K-L. Grammar: Object pronouns in prepositional phrases; pronouns as compound objects of prepositions Writing Workshop Focus: Persuasive Essay (ideas and organization) Text Type- Opinion - HM Teacher's Manual p. 623S-625H.	bulbs, indignity, lure, mantle, personification, scheme, tethered, blazed, fashion, funnel, jesses, lingering, resented, sedges, toppling, tubers, venison, ventilate	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10, RF.5.4; W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6 SEL 3A, SEL 3D	Whole & Small Group Core Text: <i>My Side of the Mountain</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	HMH Teacher's Assessment Resources/ BAP Culminating Task and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Persuasive Essay</i> (by end of theme)
Ongoing Independent Reading Opportunities 9) Theme 6, Week 4	<i>Interrupted Journey: Saving Endangered</i>	<i>Interrupted Journey: Saving Endangered</i>	Whole & Small Group Core Texts:	HMH Teacher's Assessment Resources/

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Monitoring Student Progress Genre: Nonfiction/Fiction Comprehension Strategy: Monitor/Clarify Comprehension Skill: Review Phonics/Structural Analysis: Review Spelling: Review Vocabulary: Review Weekly Writing Lesson: Review: Cross-Curricular writing opportunity for SS/Science Grammar: Review Writing Workshop Focus: Persuasive Essay (ideas and organization) Text Type- Opinion HM Teacher's Manual p. 623S-625H. Ongoing Independent Reading Opportunities	<i>Sea Turtles</i> dehydrated, endangered, feisty, pneumonia analyzing, fatal, intravenous, plankton, vestigial, veterinarian <i>The Rabbit's Judgment</i> gratefulness, hoarse, judgment, opinion deliberately, diligently, doomed, pitiful, refuse, situation	<i>Sea Turtles</i> RIT.5.1, RIT.5.2, RIT.5.3, RIT.5.4, RIT.5.8; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10; SL.5.1; L.5.1, L.5.2, L.5.4	<i>Interrupted Journey: Saving Endangered Sea Turtles</i> <i>The Rabbit's Judgment</i> Independent reading/ literacy centers/ small groups (a variety of literature and informational texts to meet student needs) HMH Instructional Resources as needed to teach essential concepts	BAP Culminating Task Oral and written answers to text-based comprehension questions, fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Persuasive Essay</i> completed Summative assessments, including: HMH Theme assessments Teacher created summative assessments
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Key Vocabulary

Word	Definition
Quarter 1	
acres	a common variable unit of land measure, now equal in the U.S. and Great Britain to 43,560 square feet or 1 / 640 square mile (4047 square meters).
amateur	someone who engages in an athletic activity for fun rather than for money
anticipating	to foresee and deal with or provide for beforehand
aspect	a certain way in which something appears or may be regarded
awakened	awake
awe	an overwhelming feeling of reverence, admiration, fear, etc., produced by that which is grand, sublime, extremely powerful, or the like
billow	rising in a great wave
bolting	moving suddenly
caldera	a crater formed by a collapsed volcano
century	one hundred years
choreographers	people who design or plan dance (for figure skating) movements
Civil Defense Emergency	a situation in which people must take steps to protect themselves from a natural disaster or other emergency
clarify	Make (a statement or situation) less confused and more clearly comprehensible
collide	to bump into another mass with force
concessions	businesses
crater	a bowl-shaped depression
debris	the remains of something broken or destroyed
deduct	to take away (an amount) from a total : Subtract
deeds	acts or actions
desperate	willing to do or try anything
destructive	tending to destroy; causing destruction or much damage (often followed by of or to) : a very destructive windstorm.
develop	to bring out the capabilities or possibilities of; bring to a more advanced or effective state: to develop natural resources; to develop one's musical talent.
dismals	gloomy
distributed	spread out
elegant	having or showing elegance
eligible	qualified
elite	top-level; the most skilled members of a group
energy	usable power that comes from heat, electricity, etc.

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Word	Definition
entrepreneurs	people who start business
evaluate	to examine and judge what is being read
evidence	something which furnishes proof
exaggerate	to describe something as being greater or larger than it really is
extract	a concentrated form of something
eye of the storm	the calm region at the center of a storm or hurricane
fault	a break in a rock mass caused by a shifting of the earth's crust
fee	a set charge
floes	masses of floating ice
forage	search
forecast	to calculate or predict (a future event or state) usually by study and examination of data <forecast the weather>
frontier	a remote area beyond which few people live
had a reputation for	was known for
heaved	to raise with effort
hero	the main male character in a story, poem, or play
heroine	the main female character in a story, poem, or play
huddled	crowded together
immense	very large
infer	to form an opinion or reach a conclusion through reasoning and information
interpreting	to explain the meaning of
isolated	separated from others
jolt	a sudden jerk or bump
lava	hot melted rock that flows from a volcano
lull	a calm period
magma	hot melted rock underneath the earth's surface
maul	a heavy, long-handled hammer
meteorologist	a scientist who studies the weather
molten	made liquid by heat
momentum	the force or speed that an object has when it moves
monitor	to ask yourself if what you are reading makes sense
natural forces	a phenomenon of nature that humans cannot control
navigated	steered
Norse	having to do with the ancient Scandinavians
occupation	job a person does to make a living

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Word	Definition
ominous	threatening
overwhelmed	to overcome completely in mind or feeling: overwhelmed by remorse.
pedestrians	people walking
pioneers	people who were the first to settle in a region
plates	geology : one of the very large sections of the Earth's surface believed to move and cause earthquakes where they touch each other
predict	To state, tell about, or make known in advance, especially on the basis of special knowledge
quality	to provide with proper or necessary skills, knowledge, credentials, etc.; make competent: to qualify oneself for a job.
question	to ask questions that can be answered as you read or after you finish reading
reception	converting electrical signals into sound or light, as in a radio or TV
reclaim	to claim or demand the return or restoration of, as a right, possession, etc.
revolutions	360 degree turns
rustle	to steal, especially livestock
scholarships	gifts of money to enable students to continue their studies or training
scrambled	to move with urgency or panic
settler	a person who settles in a new region
severe	serious or extreme in nature
shaker	a worker whose job is to shake out loose rock or other material
snatching	to grasp or take suddenly or hastily : grab
spectacular	of, relating to, or being a spectacle: exciting to see
stationed	set in a fixed spot
stranded	left in a difficult position
summarize	condense, sum up; tell in your own words the important things you have read
summit	apex; especially : the highest point (as of a mountain)
tale	a story, usually an imaginary or made-up one
technical	having to do with technique
tillers	a lever used to turn the rudder, or steering mechanism of a boat
tradition	an idea, custom, or belief that is passed down from one generation to the next
treacherous	very dangerous
triple axel	a figure skating jump in which three and a half revolutions are completed in the air
undulating	moving in waves or with a smooth, wavy motion
varmint	wild creature
weather	the state of the atmosphere in regard to heat or cold, wetness or dryness, calm or storm, clearness or cloudiness
weather pattern	repeating weather
weathered	to change by exposure to the weather

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Word	Definition
whether	used to indicate choices or possibilities
Quarter 2	
abolitionists	people who believed that slavery should be against the law
announced	make known in a public or formal way
amiss	different from what was expected
arming	providing with weapons
arms	weapons
arouse	to wake someone from sleep
ascending	going upward
asserting	to state (something) in a strong and definite way
author's viewpoint	the way an author looks at a topic or the ideas being described
backstop	a fence behind home plate
baying	howling
beckoned	to tell a person to come closer or follow
bondage	slavery
breeches	short trousers that end around the knees
bunted	lightly tapped a pitched ball
captives	prisoners
cargo	freight carried by a vehicle
casual	unconcerned
checkpoint	a place where vehicles are inspected
civilization	advanced human society
colonies	territories governed by a parent country; the thirteen territories that became the original United States
comrades	close friends you have worked with, been in the military with, etc.
contacts	people who can help; connections
confident	having a feeling or belief that you can do something well or succeed at something
control	the ability to guide something
courier	a messenger on important business
crept	to move slowly with the body close to the ground
crouch	to lower your body to the ground by bending your legs
dashed	to run or move quickly or suddenly
demanding	requiring much time, attention, or effort
design	to plan and make decisions about (something that is being built or created)
devoted	to use (time, money, energy, attention, etc.) for (something)

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Word	Definition
dimmed	not bright or clear
dismayed	troubled or distressed
double	a hit that lets the batter reach second base
drab	dull, cheerless
drift	a slow and gradual movement
drilling	doing exercises to become efficient soldiers
encoded	put something into code
English goods	items brought from England
engraved	carved, cut or etched into material
engulfed	swallowed up or overwhelmed by something
enslavement	the state of being owned and controlled by another person
established	to begin or create (something that is meant to last for a long time)
excelled	to do or be better than others
express	fast, direct and nonstop
favor	to look like
ferryboat	a boat that carries people across a body of water
flint	a stone used for making a spark
foul	outside the field of play in baseball
foundry	a place where metals are cast and molded
futile	hopeless
gathering	an occasion when people come together as a group
generation	growth life born around the same time
gorge	a deep narrow area between hills or mountains
green	a grassy area usually located at the center of a town or city
grudges	deep feelings of resentment
guardrail	a strong bar or fence that prevents people from fall off a deck, bridge, etc.
gut	a tough cord
handlers	people who touch hold or lift something
headquartered	set up the command center for
home plate	the base a runner must touch to score a run
homecoming	a celebration marking the return of people to a place they have in common
image	a mental picture of something that is not present or real
imagination	the ability to form mental pictures of things that are not present or real
immobile	unable to move

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Word	Definition
impenetrable	impossible to pass or see through
impress	to cause (someone) to feel admiration or interest
incident	an unexpected and usually unpleasant thing that happens
infield	the area of a baseball field near the four bases
inning	a part of a baseball game during which each team bats
intend	to plan or have in mind
just	honorable and fair
kin	people related by blood or marriage
knocker	a small metal device on a door that you move in order to make a knocking sound
larkspur	a blue flower
liberty	freedom from the control of others
limelight	focus of public performance
luscious	delicious, sweet
mesa	a steep hill with a flat top, very common in the southwestern United States
midst	the middle area or part of something
momentum	the force or speed that an object has when it moves
motto	a short sentence or phrase that expresses a rule guiding the behavior of a particular person or group
mound	the raised pitcher's area in the middle of a baseball diamond
muffled	to make (a sound) quieter
mushers	drivers of teams of sled dogs
novelas	serialized Spanish-speaking dramas
obstacles	things that block progress
okra	a green vegetable used in soups and stews
orbit	the path of a spacecraft around the earth
pace	speed
pantomime	theatrical acting done in silence
parlor	a room in a house or apartment that is used for conversation or for spending time with guests
patriot	a person who loves and defends his or her country; a colonist who was against British rule
peered	looked at with concentration
perched	to sit on or be on something high or on something from which it is easy to fall
peril	danger
persuade	to cause (someone) to do or believe something by asking, arguing, or giving reasons
pickings	opportunities for getting the things you want or need
play-offs	a series of games played to decide a championship in sports

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Word	Definition
plowed	made one's way steadily and with effort
poem	a piece of writing, often in rhyme, in which words are chosen for their sound and beauty as well as meaning
primly	in a very proper or formal way
privateers	ships that are privately owned but are encouraged by the government to attack enemy ships during a war
provisions	stocks of food and other supplies
rebels	people who defy or oppose the government
recalled	to cause (something) to be thought of
receding	moving away from
record	A disk designed to be played on a phonograph or record player
record player	a device used for playing musical records
redirect	change the course of
re-holstered	put a gun back into its holder
relented	to agree to do or accept something that you have been resisting or opposing
resigned	to give up (a job or position) in a formal or official way
retreats	acts of moving away from the enemy
respectable	pretty good
resumed	to begin again after stopping
rhyme	agreement in the final sounds of two or more words, syllables, or final lines of verse
rhythm	a written, spoken, or musical pattern with a series of regularly accented beats
rider	A person who is riding or who can ride something, esp. a horse or bicycle.
ripped	torn, split or opened
roared	made a loud noise
runner	one of the rails on which a sled slides over snow
rustlings	Make a soft, muffled crackling sound like that caused by the movement of dry leaves or paper.
sash cord	a thin rope along the frame of a window to help it open and close
scouts	a soldier who is sent to get information about the size, location, equipment, etc., of an enemy
scrawl	to write or draw (something) very quickly or carelessly
seams	lines formed by sewing two pieces of material together
sentries	soldiers who watch for danger
skirmish	a small short fight between enemies
skittish	nervous and jumpy
snickered	to make a short, quiet laugh in a way that shows disrespect
span	the width of something from one side to the other
spectators	people who watch an event

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Word	Definition
steeled	strengthened
straggle	to move in a scattered group
stretch of safety	an area along a dangerous trail that is wide and smooth enough to walk safely
succession	a sequence
suspect	to mistrust or wonder about
taxes	required fees paid by people and businesses to support the government
tenants	people who rent someone else's property
thick and thin	good times and bad times
timid	fearful or easily frightened
tortuous	full of twists
tory	a member of the British Conservative Party
trailblazer	pioneer
traitors	people who betray their country
tributary	a river that flows into a larger river
urchin	a mischievous child
volley	many shots fired at the same time
vowed	promised to do something or to behave in a certain way
whittled	to cut or shape by cutting small pieces from it
withdrawn	to take back
yearned	to feel a strong desire or wish for something or to do something
yellow fever	a disease transmitted by mosquitoes; its symptoms usually include high fever and vomiting
Quarter 3	
absently	thinking about something else; showing a lack of attention to what is happening or being said
accompaniment	a musical part that adds to the performance of a singer or musician
amazingly	in a way that causes surprise or wonder
approach	the steps a diver takes before jumping from a diving board
backfires	burning a strip of land in a fire's path so that when the fire reached the strip, it burns out or turns in a different direction
balmy	crazy
beamed	smiled broadly
beret	a soft brimless cap with a tight headband
bluff	a high cliff or bank
braille	writing in a system of raised dots used by people without sight
buffeted	battered
captured	represented accurately

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Word	Definition
chaperone	an older person who serves as a guide or companion to a younger person
chauffeur	to serve as a driver for
cinch	something easy
clattered	made a rattling sound
client	someone who hires a person's services
cling	to continue to believe in or depend on something
coaxing	persuading
cope	to deal with problems and difficult situations and try to come up with solutions
corral	an area that is surrounded by a fence and that is used for holding animals (such as cows and horses) on a farm or ranch
coup stick	a long stick used for striking the enemy in battle
crackerjack	excellent
custom	usual way followed by people of a particular group
descending	to appear or happen like something that comes down from the sky
description	a statement that describes
detain	to delay; to hold back
determination	the quality of being firm in carrying out one's plans
dialogue	the words spoken in conversation by the characters of a play
discouraged	in low spirit and without hope
dismounted	to get down from something (such as a horse or bicycle)
dog guide	a dog specially trained to lead people who are blind
Duchy	territory ruled by a duke or duchess
elated	very happy; joyful
entourage	people traveling with an important person
errand	a short trip to do a task
erratic	uneven or unsteady
escort	someone going along with another for protection or to show respect
extended	enlarged; made to include more
feebly	weakly
fertile	rich in material needed to grow healthy plants
fetlocks	a part at the back of a horse's leg above the hoof
first table	table where adults only ate - children had to eat at second table
forefingers	the two fingers next to the thumbs; index fingers
forlorn	sad and lonely
glaciers	a very large area of ice that moves slowly down a slope or valley or over a wide area of land

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Word	Definition
go sighted guide	use a guide dog to help you go on a walk
gristle	tough matter in meat that is difficult to eat
hard put	difficult to do
hardscrabble	barren or marginal farmland
heifer	a young cow
herd	a group of animals of a single kind
heritage	practices and beliefs passed down from earlier generations
hoisted	raised or lifted
homestead	a farmhouse, its buildings and the land it sits on
homesteaders	people who acquired land by living on it and farming it when the western part of the U.S. was being settled
honor	to show respect for
Honorable Mention	a distinction given to an entry worthy of mention, but not warranting top prize or first place
immigrants	people who leave their native country to settle in another country
incident	an event, usually with serious consequences
inherited	received something from an ancestor
instinct	a natural feeling that guides one to act in a certain way
intently	giving all of your attention and effort to a specific task or goal
irregularity	unevenness
lame	weak and ineffectual; unsatisfactory
layout	the arrangement of something
legacy	something that happened in the past or that comes from someone in the past
maneuvering	moving skillfully
meet	a large gathering of athletes for a sports competition
memoir	an account of the personal experiences of its author
mildew	a kind of fungus that forms a white or grayish coating on damp walls
milled	moved around in confusion
millet	the grain or seed of a type of grass used for food
mimeographed	duplicated using a machine that makes copies of material that is written, drawn, or typed on a stencil
mooning	passing time aimlessly
movie marquee	a sign over the entrance to a theater that shows the name of the movie
mustangs	wild horses of the plains whose ancestors were horses brought from Spain
negative	a photographic plate used to make an image in which the light areas appear dark and the dark areas appear light
negotiator	someone who helps to resolve a conflict
noble	showing greatness of character by unselfish behavior

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Word	Definition
offended	to cause to feel hurt, angry, or upset by something said or done
opera	a form of theater in which the dialogue is sung
optic atrophy	the wasting away or deterioration of the eye or vision
optimism	a feeling or belief that good things will happen in the future
performance	a public presentation of something, such as a play
petticoats	a skirt that a woman or girl wears under a dress or outer skirt
pranced	to walk or move in a lively and proud way
prose	ordinary spoken or written language as opposed to verse or poetry
raided	attacked for the purpose of taking property
ravine	a narrow, deep valley, usually worn away by water
reared	to rise up on the back legs with the front legs in the air
reeking	to have a very strong and unpleasant smell
rejected	turned down; not accepted
relent	to agree to do or accept something that you have been resisting or opposing
reluctant	unwilling; slow to take action
remorse	the unhappiness that comes with wishing that one had not done something
reputation	what others think about the character and behavior of someone
respect	feelings of admiration and approval
routes	roads or courses for traveling from one place to another
scenes	short sections of a play, movie, or television program
scornfully	showing that you feel that someone or something is not worthy of any respect or approval
script	the written text of a play, movie, radio, or television show
sensing	to understand or be aware of (something) without being told about it or having evidence that it is true
snoop	someone who tries to find out about other people's doings in a sneaky way
sobering up	becoming serious
sod	a chunk of grassy soil held together by matted roots
soddy	a house built of sod
solemnly	in a serious manner
solaced	performed without an instructor
spectators	people who watch an event or performance
splendid	excellent
stage	the raised platform in a theater on which entertainers perform
stage directions	descriptions of the action or how a character feels
stallion	an adult male horse

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Word	Definition
staples	basic food items, such as flour or rice
steadfastness	very devoted or loyal to a person, belief or cause; not changing
steep grade	a place where the ground slope rises or falls very sharply
stifle	to smother; to hold back or stop
string quartet	a musical ensemble of four string players – usually two violin players, a violist and a cellist
submitted	put forward for someone else to judge or consider
surfaced	came to the top of the water from below
suspects	imagines that something secret or wrong is going on
suspended	to hang something so that it is free on all sides except at the point of support
tartly	Sharp or bitter in tone or meaning; cutting.
taunted	teased or made fun of
travois	a sledge used by the Plains Indians consisting of a platform supported by two long poles, whose forward ends were fastened to a dog or horse
triumph	great victory
unfavorable	not helpful or encouraging
unison	at the same time
vastness	very great in size, amount, or extent
veered	swerved
version	a distinct form of something
Quarter 4	
abundant	plentiful
adversity	hardship
analyzing	carefully examining
aurora borealis	lights that sometimes appear in the night sky in places that are very far north
bandoleras	a broad cartridge belt worn over the shoulder by soldiers
barracks	buildings where soldiers live
barrio	an urban district or quarter in a Spanish-speaking country
blazed	marked or cut, as when making a trail
boarders	people who stay in a boardinghouse
boarding house	a house where people pay for meals and lodging
boomtown	a town that has grown very quickly
box-office	the power of a show to earn money
bred	to search for food

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Word	Definition
bulbs	underground stems or roots
burrs	small prickly seedpods that stick to fur and clothing
bustle	noisy, energetic activity
bustling	to move or go in a busy or hurried way
calculate	to estimate or figure out
campesinos	farmer or farm worker in a Latin-American country
captivity	the state of being kept in a place (such as a prison or a cage) and not being able to leave or be free
carcass	the dead body of an animal
caribou	large reindeer
centipede	a long, thin bug with many legs
cherished	beloved
childhood	the time or condition of being a child
chispa	the quality of shining with a bright reflected light
choral	singing
claim-jumping	taking over land that someone else has already claimed
climate	the usual or most widespread mood or conditions in a place
clumped	to walk with loud, heavy steps
condolences	expressions of sympathy for a death
confined	to prevent (someone or something) from going beyond a particular limit, area, etc.
conquered	to gain control of a problem or difficulty through great effort
conservation	the protection of animals, plants, and natural resources
consume	to eat or drink something
critical	essential
crochet	to make needlework
cushion	to lessen the force of
dedication	devotion; commitment
dehydrated	lacking water
deliberately	slowly and carefully
determination	firmness of purpose
devour	to quickly eat all of (something) especially in a way that shows that you are very hungry
dictator	a ruler who has complete power over a country
diligently	in a steady, hard-working way
dire	warning of disaster
diversity	variety

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Word	Definition
documentary	a work, such as a film, that presents its subject matter factually
dominance	the condition of having the most control
doomed	headed for an unhappy end
drooping	to hang down
encounter	to meet (someone) without expecting or intending to
endangered	close to dying out
enduring	tolerating; putting up with
engrossed	completely occupied
ethology	the scientific study of animal behavior
existence	the state of continuing to be or to live
fare	to do something well
fashion	to make into a particular form
fatal	causing death
feisty	lively
flanked	to be located on both sides of (something or someone)
flax	a plant whose long fibers are spun and woven to make cloth
forage	greatly excited by fear, anger, or pain
frantic	to search for food
funnel	a shaft, flue, or stack for the passage of smoke
gala	festive
genuine	actual, real, or true
gratefulness	thankfulness
harsh	unpleasant and difficult to accept or experience
hoarse	low and rough voice
hoists	to raise (something) especially by using ropes or machinery
hubbub	noise
humility	the quality of being meek or modest
imminent	happening very soon
indignity	an act or occurrence that hurts someone's dignity or pride
insights	perceptions of the true nature of something
instinctive	in a way that is inborn or naturally present at birth
intravenous	inserted into a vein
jesses	short straps fastened around the legs of a hawk to which a leash may be attached
judgment	a decision made after careful thought

* Bolded Vocabulary Words are the words teachers should "invest" time and effort in. These are words students will see over and over again in a variety of contexts and across the curriculum.

ASD 2013-14 Academic Plan: Grade 5 Language Arts

Word	Definition
lingering	delaying departure
loping	to run in a relaxed way with long strides
lure	a bunch of feathers attached to a long cord, used in falconry to bring a hawk back
luxury	something expensive that people do not need, but enjoy having
machete	a large, heavy knife with a broad blade
maintain	keep up; defend
mamacita	mom
mantle	a covering; a cloak
manuscript	pages of writing that have not been published as a book
marquee	roof overhanging a theater entrance
memories	things remembered from the past
mocking	ridiculing; sneering at
modified	to change some parts of (something) while not changing other parts
native	produced, living, or existing naturally in a particular region
notorious	well known for having a bad reputation
observing	watching or paying attention
omen	something that predicts good or bad luck for the future
opinion	a belief
original	being the source from which a copy or translation is made
painstaking	requiring care and effort
permitted	allowed
personification	the practice of representing a thing or idea as a person in art, literature, etc.
piece	a work of literature, art, or music
pitiful	sad or pathetic
plankton	tiny animals that float on the ocean's surface
plaza	a public square or similar open area in a town or city
plunged	to fall or jump suddenly from a high place
pneumonia	a disease that affects the lungs
potential	future capability
premiere	opening performance
present	being or happening now; current
pursuing	to follow and try to catch or capture (someone or something) for usually a long distance or time
ravine	a small, deep, narrow valley
razzing	teasing

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ASD 2013-14 Academic Plan: Grade 5 Language Arts

Word	Definition
rebel	having to do with people who resist authority
recovered	got back
refuse	to turn down or reject
resented	to be angry or upset about (someone or something that you think is unfair)
reserve	an area of land where animals and plants are given special protection
reunion	a gathering of members of a group who have been separated
revolution	the usually violent attempt by many people to end the rule of one government and start a new one
ripple	a shape or pattern having small waves
roam	to go to different places without having a particular purpose or plan
rugged	very rough and uneven
scarcely	barely
scheme	a clever and often dishonest plan to do or get something
scholarship	a grant of money to help a student continue with his or her education
sedges	plants resembling grasses, with solid rather than hollow stems
situation	position
skeins	coils of thread or yarn
specimens	samples that scientists use to study something
stout	having a large body that is wide with fat or muscles
subjugate	to bring under control; conquer
subservience	the state of being willing to yield to others' power
tedious	boring
teeming	Be full of or swarming with
tentative	uncertain; hesitant
tethered	bound with a rope or chain to limit how far one can move
tolerant	able to allow the presence of something unusual without resistance
toppling	to become unsteady and fall
tour of duty	the time that a soldier serves in the military
tubers	swollen stems, usually underground, such as potatoes
tundra	a large area of flat land in northern parts of the world where there are no trees and the ground is always frozen
turnpike	a main road that people must pay a toll to travel
venison	the meat of a deer
ventilate	to let fresh air into a place
vestigial	something that once was important but now no longer serves a purpose
veterinarian	a person trained to give medical care to animals

* Bolded Vocabulary Words are the words teachers should “invest” time and effort in. These are words students will see over and over again in a variety of contexts and across the curriculum.

ASD 2013-14 Academic Plan: Grade 5 Language Arts

Word	Definition
wariness	the state of being on one's guard
wondrous	amazing

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Theme 1, Week 1

Title: Earthquake Terror

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.4, L.5.5

Social and Emotional Learning Standards: SEL 2C

Teacher Instructions

Before Teaching

1. Read the Big Ideas and Key Understandings and Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

In dangerous situations, thinking about what you know can help you.

SEL 2C. Students use effective decision-making skills.

Synopsis

"Earthquake Terror" is the story of how 12-year-old Jonathan protects his younger sister, Abby, during an earthquake. Jonathan, Abby, and their dog, Moose, are left on a deserted island while their father takes their mother to the hospital.

In seeking protection for himself and Abby, Jonathan recalls what he learned from annual earthquake drills at school.

2. Read entire main selection text.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text, stopping to discuss and respond to text dependent questions. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text-Dependent Questions

Text Under Consideration	Text-Dependent Question	Answer
Pg. 30	How does Jonathan know that Moose senses something is wrong? What explains Moose's behavior?	• Ran around the trail, sniffing the ground; barks; pacing; tail up • Jonathan knows that Moose thinks something is wrong—but thinks it's because his parents are gone
Pg. 30	"Here he was isolated." Why did the author use isolated instead of alone or by himself? What further evidence reflects Jonathan's	• Isolated implies it would be very difficult to make contact with others. In the previous paragraph he says, "He didn't like being totally out of

	mood?	communication..." There is more evidence in the same paragraph when Jonathan considers the life of a forest ranger. Jonathan is jumpy; he's out of communication; is trying to relax; he's worried about his mother
Pg. 31	"Time had a way of evaporating instantly..." What does this mean? How does it compare with how Jonathan is feeling in the story?	- Time would pass quickly when he was doing something interesting or that he enjoyed doing, such as reading a good book or cataloging baseball cards. - Jonathan thinks time is dragging because he is worried about his mother, he was feeling isolated, and he was concerned about his sister.
Pg. 32	On page 32, which sentences describe the silence being shattered? What was Jonathan's reaction?	- Moose barked. Jonathan jumped; Moose's eyes looked frantic, and he was shaking; Jonathan tried to pat/comfort him - Jonathan heard deep rumbling; listened very hard to figure it out
Pgs. 32 and 33	What did Jonathan initially attribute to the sound of deep rumbling? What evidence in the text supported each hypothesis? How did he decide each was incorrect?	- Thunder? Too sharp—sounded like several rifles being fired at the same time - Hunters? Asked them not to shoot; but felt jolt that caused him to lurch - Bomb? Realized no one would bomb deserted campground - Earthquake — "He felt as if he were on a surfboard, catching a giant wave... except he was standing on dry land."
Pg. 33	"As he yelled, Jonathan felt a jolt." What clues help you understand what jolt means?	- Stumbled forward - As shown in the illustration and the text, Jonathan thrusts an arm out to brace himself against a tree.

Pg. 35	What Flashback does Jonathan have? Was the preparation he had, as described in the flashback, beneficial or not? SEL 2C. Students use effective decision-making skills. • Accurate statements about decision-making strategies that aid in making responsible social and academic choices	• First grade when they practiced earthquake drills, he knew what to do—he was to crawl under a desk or table to avoid injury. On Maggie Island, he remembered these drills and sought a place to protect Abby and himself. • Answers may vary, but yes, it was beneficial, since he found an angle under a felled tree for the two of them to hide
Pgs. 33 and 35	At the bottom of pages 33 and 35, choose one of the similes and explain what it means.	• Surfboard simile – to show movement of land • Rollercoaster – to show movement of land
Pg. 36	What noises are heard during the earthquake? What was Jonathan's reaction during the chaos?	• Rumbling of earth; Abby screaming; Moose barking • Jonathan keeps thinking about the flashback—remembering what he was taught during earthquake drills
Pg. 40	"The silence seemed both comforting and ominous." What does this mean? What do you think ominous means? What does Moose do?	• The silence has almost come full circle • Comforting because the earthquake was over, yet ominous because he couldn't hear the magpies cawing or squirrels complaining; had they died? This led him to wonder if his parents had felt the quake. • Moose comforted Jonathan by licking his hand, when he finally emerged

Vocabulary

KEY WORDS ESSENTIAL TO UNDERSTANDING Words addressed with a question or task		WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text		Page 35 - Fault Page 36 - Heaved Page 38 - Debris Page 38 - Undulating
	STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided	Page 30 - Isolated Page 33 - Jolt Page 40 - Ominous

Culminating Task

Re-read, Think, Discuss, Write

Find the times in the story that Jonathan reacts to danger or uncertainty by thinking about what he knows. Describe each situation and explain how it helps or does not help.

- Page 30 - He is uncertain about why Moose is acting strange. He thinks it has to do with Moose sensing his worry about his mother. In this case, it is not helpful because Moose was likely sensing the earthquake. It did not, however, do any harm.
- Page 30 - He felt jumpy in the woods and thought moving to the camper would "calm" him.
- Page 32 - He "...heard a deep rumbling sound..." and thought about what it could be and evaluated his thoughts as he went along: thunder (skies clear), hunters (cried "don't shoot"), a bomb (who would bomb a deserted campground)
- Page 35 - He thought about earthquake drills in school and how they might help him to prepare for earthquakes in a different setting or place.
- Page 38 - Abby screamed, and he comforted her by telling her it "was only an earthquake." He knew it was dangerous, but he didn't want her to worry.
- Page 44 - He told Abby, "...we could have been killed" and realized this would make her nervous, so he quickly said, "but we weren't."

Additional Task (Optional)

Looking at the illustrations throughout the text, explain how each one shows what is happening in the text at that point in the story.

- Page 29 - Jonathan and Abby are left isolated, on a deserted island.
- Page 31 - Moose, acting strangely, led the way as Jonathan helped his younger sister (who had partially paralyzed legs) back to the campground.
- Page 33 - Jonathan realized it was an earthquake.
- Page 35 - With the ground rolling, Jonathan tried to catch Abby as she screamed and fell.
- Page 37 - Trees crashing and debris flying, Jonathan tries to get to Abby.
- Page 38 - Jonathan finds a space for them to hide under the trunks of two fallen redwoods.
- Page 41 - They call to Moose who, trembling with fear, joins them in their shelter.
- Page 42 - With the earthquake over, Jonathan helps Abby from under the tree.

- Page 44 - With Moose at his side, Jonathan looks at Abby's knee, thankful that the scratch was their only injury. *Using evidence from throughout the text, describe the relationship of Moose and Jonathan.*

- Jonathan had gotten Moose from an animal shelter nearly six years ago. The two of them took long walks, played games, and swam together.
- When Abby had her accident and her parents focused their attention on her, Jonathan and Moose became even closer.
- Before the earthquake, Moose sensed danger and tried to alert Jonathan and Abby by barking, running towards the trail, and acting strangely (30). Jonathan "looked around in all directions...listened hard, wondering if Moose had heard something that Jonathan couldn't hear" (32). Moose stuck with Abby and Jonathan through the earthquake: "Moose stood beside her, his head low" (35). Moose came to their shelter when Jonathan called: He "huddled beside Jonathan, pawing at Jonathan's shoulder" (40). As the earthquake ended, "Moose, still trembling, licked his hand" (41).

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SEL 2C. Students use effective decision-making skills.

- Accurate statements about decision-making strategies that aid in making responsible social and academic choices.

Theme 1, Week 1

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CCSS Math Fluency Expectations

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 (recall sums of two one-digit numbers) Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 (recall all products of two one-digit numbers) Add/subtract within 1000
4	Add/subtract within 1,000,000 Multi-digit multiplication
5	Addition/subtraction of fractions Whole number and decimal operations
6	Multi-digit division Multi-digit decimal operations



Standards of Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

