

Ganado Unified School District (ELA/5th Grade)

PACING Guide SY 2018-2019

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| 1st Quarter Jul-Oct Unit 1 Big Idea: Eureka! I've Got It! "How can a challenge bring out our best?" | | | | |
| Unit 1 -1 Qtr 1 Week 1 Weekly Concept: Meeting a Need | L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | How do we get the things we need? | I will be able to: *Acquire & use accurately grade-appropriate general academic and domain-specific words *Quote accurately from a text and make inferences from the text *use the relationship between particular words (synonyms....) to better understand each of the words. | Academic Language: <ul style="list-style-type: none"> ○ Venn diagram ○ Descriptive details ○ Synonyms Content Language: <ul style="list-style-type: none"> ○ afford ○ loan ○ profit ○ prosper ○ risk ○ savings ○ scarce ○ wages |
| Unit 1 -2 Qtr 1 Week 2 Weekly Concept: Trial and Error | W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on | What can lead us to rethink an idea? | I will be able to: *Use concrete words, phrases, sensory details to convey experiences & events precisely. *write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences *acquire & use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal | Academic Language: <ul style="list-style-type: none"> ○ Monarchs, suspense, solution, ○ idioms Content Language: <ul style="list-style-type: none"> ○ Accomplish ○ Anxious ○ assemble, ○ decipher, |

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| | <p>specific details in the text (e.g., how characters interact).</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> | | <p>contrast, addition, and other logical relationships.</p> <p>*compare/contrast 2 or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> | <ul style="list-style-type: none"> ○ distracted, ○ navigate, ○ options, ○ retrace |
| <p>Unit 1-3 Qtr 1Week 3</p> <p>Weekly concept: Seeing for Yourself</p> | <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>How can experiencing nature change the way you think about it?</p> | <p>I will be able to:</p> <p>*explain relationships/interactions between 2 or more individuals, events, ideas, or concepts in a variety of genre based on specific information in text</p> <p>*integrate information from several texts on same topic in order to write or speak about the subject knowledgeably.</p> <p>*w/ guidance develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Homographs ○ naturalist <p>Content Language:</p> <ul style="list-style-type: none"> ○ Debris ○ Emphasis ○ Encounter ○ Generations ○ Indicated ○ Sheer ○ spectacular |
| <p>Unit 1-4 Qtr 1Week 4</p> <p>Weekly concept: Inventions</p> | <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read on-level text with purpose and understanding.</p> <p>RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>How does technology lead to creative ideas?</p> | <p>I will be able to:</p> <p>*Use a comma to separate an intro element from rest of sentence.</p> <p>*Spell grade-appropriate words correctly, consulting references as needed.</p> <p>*Use context; cause/effect & comparisons in text as a clue to the meaning of a word or phrase.</p> <p>*know and apply grade-level phonics and word analysis skills in decoding words</p> <p>*use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>* Read on-level text with purpose and understanding.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Time-order ○ Relevant details ○ greek roots <p>Content Language:</p> <ul style="list-style-type: none"> ○ breakthrough ○ captivated ○ claimed ○ devices ○ enthusiastically ○ envisioned |

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| | | | * Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | |
| Unit 1-5 Qtr 1 Week 5 Weekly concept: Digging up the Past | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | How can learning about the past help you understand the future? | I will be able to: *integrate information from several texts on same topic in order to write or speak about the subject *describe how a narrator/speaker point of view influences how events are described *explain function of conjunctions, prepositions, and interjections in general and their function in particular sentences *use a comma to set off the words yes and no, set off a tag question from the rest of the sentence and to indicate direct address *read on-level prose and poetry orally w/ accuracy, appropriate rate, & expression *use context to confirm or self-correct word recognition and understanding..rereading as necessary | Academic Language: <ul style="list-style-type: none"> ○ Access ○ Advance ○ Analysis ○ Cite ○ Counterpoint ○ Data ○ Drawbacks ○ reasoning Content Language: <ul style="list-style-type: none"> ○ Fact ○ phrasing |



| <p>Unit 1-6</p> <p>Qtr1 Week 6</p> <p>Weekly concept: Review & Assessment (Vocabulary & Standards)</p> | <p>Standards in Review</p> <p>Unit 1</p> <p>L.5.4a L.5.6</p> <p>RF.5.4a RF.5.4b RF.5.4c</p> <p>RI.5.3 RI.5.5 RI.5.7 RI.5.8 RI.5.10</p> <p>RL.5. RL.5. RL.5.10</p> <p>SL.5.1c SL.5.4</p> <p>W.5.1 W.5.1a W.5.1b W.5.1d W.5.2a W.5.2b W.5.2e W.5.3a W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9b</p> | | | |
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| <p>Timeline & Resources</p> | <p>AZ College and Career Readiness Standard</p> | <p>Essential Question (HESS Matrix)</p> | <p>Learning Goal</p> | <p>Vocabulary (Content/Academic)</p> |
| <p>Unit 2 Big Idea: Think it through How can a challenge bring out our best?</p> | | | | |
| <p>Unit 2-1</p> <p>Qtr 1 Week 7</p> <p>Weekly concept: Reaching a Compromise</p> | <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>W.5.9b Apply grade 5 Reading standards to informational texts</p> | <p>What do good problem solvers do?</p> | <p>I will be able to:</p> <p>*demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>*develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>*review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Committees ○ convention ○ debate ○ proposal ○ representatives ○ resolve ○ situation ○ union <p>Content Language:</p> <ul style="list-style-type: none"> ○ Delegate ○ Executive branch |

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| | | | *apply grade 5 reading standards to informational textx | <ul style="list-style-type: none"> ○ Legislative branch ○ Judicial branch ○ House of Representatives ○ Senate |
| <p>Unit 2-2 Qtr 1Week 8</p> <p>Weekly concept: Seeking the Answer</p> | <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> | <p>What can you do to get the information you need?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *read/comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently *analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text *compare/contrast stories in the same genre *engage effectively in a range of collaborative discussions w/ diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. *interpret figurative language, including similes and metaphors, in context *use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphorlogy to read accurately unfamiliar multisyllabic words in context and out of context *use context to confirm or self-correct word recognition and understanding, rereading as necessary. *orient the reader by establishing a situation and introductint a narrator and/or characters; organize an event sequence that unfolds naturally. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Circumstances ○ Consideration ○ Consults ○ Destiny ○ Expectations ○ Presence ○ Reveal ○ unsure <p>Content Language:</p> <ul style="list-style-type: none"> ○ Conflict ○ Pedigree ○ Credentials |
| <p>Unit 2-3 Qtr 1Week 9</p> <p>Weekly concept: Investigations</p> | <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,</p> | <p>How do we investigate questions about nature?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Behaviors ○ Disappearance ○ Energetic ○ Flurry ○ Migrate ○ Observation |

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| | <p>problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |  <p>*compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts</p> <p>*review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>*summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>*introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose</p> <p>*use context as a clue to the meaning of a word or phrase</p> <p>*use common, grade-appropriate greek and latin affixes and roots as clues to the meaning of a word</p> <p>*consult reference materials both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p> <p>*demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <ul style="list-style-type: none"> ○ Theory ○ transformed <p>Content Language:</p> <ul style="list-style-type: none"> ○ Specimens ○ Herbarium ○ Botany ○ Thou ○ Wouldst ○ quotation |
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Quarter 1 Notes/Ideas:

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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2nd Quarter Oct-Dec Big Idea: Taking the Next Step “What does it take to put a plan into action?”

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| Unit 2-4 Qtr2 Week 1 | L.5.2e Spell grade-appropriate words correctly, consulting references as needed. | When has a plan helped | I will be able to: *spell grade-appropriate words correctly, consulting references as needed | Academic Language: ○ Assuring ○ Detected |
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| <p>Weekly concept: A Plan of Action</p> | <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.5a Interpret figurative language, including similes and metaphors, in context. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | <p>you accomplish a task?</p> | <p>*Use context as a clue to the meaning or a word or phrase *interpret figurative language, including similes/metaphors, in context *produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text *determine a theme of a story, drama, or poem from details in the text.....</p> | <ul style="list-style-type: none"> ○ Emerging ○ Gratitude ○ Guidance ○ Outcome ○ Previous ○ pursuit <p>Content Language:</p> <ul style="list-style-type: none"> ○ Ravine ○ Embrace ○ Subsided ○ Foreshadowing ○ Imagery ○ personification |
| <p>Unit 2-5</p> <p>Qtr2 Week 2</p> <p>Weekly concept: Making it Happen</p> | <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.4a Read on-level text with purpose and understanding RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>What motivates you to accomplish a goal?</p> | <p>I will be able to:</p> <p>*acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships *use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *read on-level text with purpose and understanding *read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings * produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience *with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Ambitious ○ Memorized ○ Satisfaction ○ Shuddered ○ plot <p>Content Language:</p> <ul style="list-style-type: none"> ○ Rhytym ○ Precise ○ Language ○ homographs |

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| | W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | *conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | |
| Unit 2-6 Qtr2 Week 3 Weekly concept: Review & Assessment (Vocabulary & Standards) | Standards in Review – Unit 2 | | | |
| | RL.5.10 RL.5.7 RL.5.9 RL.5.1 RL.5.2 | | | |
| | RI.5.3 RI.5.5 | | | |
| | RF.5.3a RF.5.4a RF.5.4c | | | |
| | SL.5.1 SL.5.1d SL.5.2 | | | |
| | L.5.2 L.5.2e L.5.4a L.5.4b L.5.4c L.5. L.5.5a L.5.6 | | | |
| | W.5.1a W.5.2b W.5.3a W.5.4 W.5.5 W.5.7 W.5.9b | | | |
| Unit 3 Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries? | | | | |
| Unit 3-1 Qtr2 Week 4 Weekly concept: Cultural Exchange | <p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1d Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | What can learning about different cultures teach us? | <p>I will be able to:</p> <p>*provide logically ordered reasons that are supported by facts & details</p> <p>*provide a concluding statement or section related to the opinion presented</p> <p>*use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>*summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>*quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Appreciation ○ Blurted ○ Complimenting ○ Congratulate ○ Contradicted ○ Critical ○ Cultural ○ misunderstanding <p>Content Language:</p> <ul style="list-style-type: none"> ○ Winter solstice ○ Traditional ○ Dialogue ○ Context clues ○ Cause/effect |

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| | | | *compare and contrast stories in the same genre | |
| Unit 3-2 Qtr2 Week 5 Weekly concept: Being Resourceful | L.5.1c Use verb tense to convey various times, sequences, states, and conditions. L.5.1d Recognize and correct inappropriate shifts in verb tense. L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to understand the meaning of a word or phrase. L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | How can learning about nature be useful? | I will be able to: * use verb tense to convey various times, sequences, states, and conditions *recognize and correct inappropriate shifts in verb tense *use context as a clue to understand the meaning of a word or phrase *explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem *analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text *determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text | Academic Language: <ul style="list-style-type: none"> ○ Civilization ○ Complex ○ Cultivate ○ Devise ○ Fashioned ○ Resourceful ○ Shortage ○ tormentors Content Language: <ul style="list-style-type: none"> ○ staple ○ crop ○ found ○ breakfasting ○ tubers ○ aromatic ○ myriad ○ scornful ○ apiece ○ mortar ○ sensory language ○ context clues ○ comparison |
| Unit 3-3 Qtr2 Week 6 Weekly concept: Patterns | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), | Where can you find patterns in nature? | I will be able to: *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *determine two or more main ideas of a text and explain how they are supported by key details;summarize the text. *explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Academic Language: <ul style="list-style-type: none"> ○ Contact ○ Erode ○ Formation ○ Moisture ○ Particles ○ Repetition ○ Structure ○ Visible ○ Vapor ○ Dendrite ○ Water molecule |

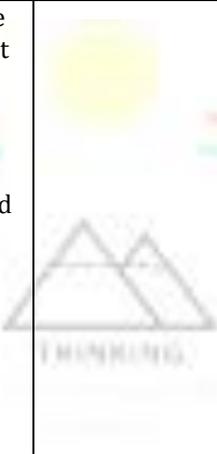
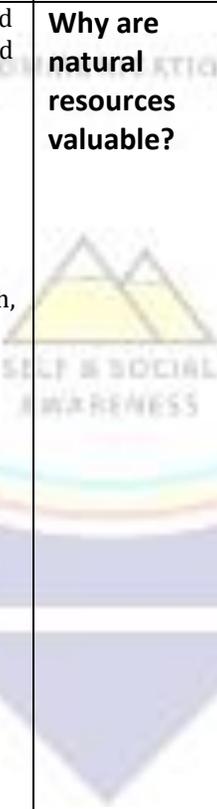
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| | <p>illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> | | <p>*introduce a topic clearly, provide a general observation and focus, and group related information logically, include formatting...</p> <p>*develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>*acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | <p>Content Language:</p> <ul style="list-style-type: none"> ○ symmetry ○ Fahrenheit ○ Celsius ○ Pattern ○ Variation ○ Greek Roots |
| <p>Unit 3-4</p> <p>Qtr2 Week 7</p> <p>Weekly concept: Teamwork</p> | <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to find the meaning of a word or phrase.</p> | <p>What benefits come from people working as a group?</p> | <p>I will be able to:</p> <p>*engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and textx, building on others' ideas and expressing my own clearly</p> <p>*come to discussions prepared, having read or studied required material; explicitly draw on that preparation an dother information known about the topic to explore ideas under discussion</p> <p>*follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>*pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>*use underlining, quotation marks, or italics to indicate titles of works</p> <p>*spell grade-appropriate words correctly, consulting references as needed.</p> <p>*use context as a clue to find the meaning of a word or phrase (cause/effect, comparison)</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Artificial ○ Collaborate ○ Dedicated ○ Flexible ○ Function ○ Mimic ○ Obstacle ○ Techniques ○ Oceanographers ○ Biologists ○ Prostheses ○ prototypes <p>Content Language:</p> <ul style="list-style-type: none"> ○ organization ○ restate ○ Latin Roots |
| <p>Unit 3-5</p> <p>Qtr2 Week 8</p> <p>Weekly concept:</p> | <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> | <p>How do we explain what happened in the past?</p> | <p>I will be able to:</p> <p>*explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Archaeologist ○ Era ○ Fragments ○ Historia ○ Intact |

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| <p>Into the Past</p> | <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.4a Read on-level text with purpose and understanding. RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> |  | <p>*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context * read on-level text with purpose and understanding *read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings *use context to confirm or self-correct word recognition and understanding, rereading as necessary *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> | <ul style="list-style-type: none"> ○ Preserved ○ Reconstruct ○ Remnants ○ Mysterious ○ opinion <p>Content Language:</p> <ul style="list-style-type: none"> ○ Context clues ○ Sentence clues |
| <p>Unit 3-6</p> <p>Qtr2 Week 9</p> <p>Weekly concept: Review & Assessment (Vocabulary & Standards)</p> | <p>Standards in Review – Unit 3</p> <p>Qtr 2 Weeks 1-9:</p> <p>W.5.1a W.5.1b W5.1d W.5.2 W.5.2a W.5.2b W.5.2e W.5.5 W.5.6 W.5.7 W.5.8 W.5.9b</p> <p>L.5.4 L.5.6</p> <p>RF.5.4a RF.5.4b RF.5.4c</p> <p>RI.5 RI.5.7 RI.5 RI.5.9 RI.5.10</p> <p>RL.5.2 RL.5.10 SL.5.1c SL.5.</p> | | | |

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| Quarter 2 Notes/Ideas: | | | | |
| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |

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| <p>Unit 4-1</p> <p>Qtr3 Week 1</p> <p>Weekly concept: Sharing Stories</p> | <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to understand the meaning of a word or phrase. L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>What kinds of stories do we tell? Why do we tell them?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *Use context (cause/effect, comparisons) as a clue to understand the meaning of a word or phrase. *quote accurately from a text when explaining what the text says explicitly and when drawing inferences *determine two or more main ideas of a text and explain how they are supported by key details; summarize the text *explain the relationships or interactions between two or more individuals, events, ideas, or concepts.... *compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts. *integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing *spell grade-appropriate words correctly, consulting references as needed. *follow agreed-upon rules for discussions and carry out assigned roles *pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *review the key ideas expressed and draw conclusions in light of info and knowledge gained from discussions *summarize a written text read aloud or info presented in diverse media and formats, including visually, quantitatively, and orally | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Commenced ○ Deeds ○ Exaggeration ○ Heroic ○ Impress ○ Posed ○ Sauntered ○ wring <p>Content Language:</p> <ul style="list-style-type: none"> ○ fable ○ hyperbole ○ outline ○ synonyms ○ antonyms |
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| | <p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | | <p>*introduce a topic clearly, provide a general observation and focus</p> <p>*develop the topic w/ facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | |
| <p>Unit 4-2</p> <p>Qtr 3 Week 2</p> <p>Weekly concept: Discoveries</p> | <p>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read on-level text with purpose and understanding.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | <p>What can you discover when you give things a second look?</p> | <p>I will be able to:</p> <p>*consult reference materials both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>*recognize and explain the meaning of common idioms, adages, and proverbs</p> <p>*acquire and use accurately grade-appropriate general academic and domain-specific words and phrases....</p> <p>*use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>*read on-level text w/ purpose & understanding</p> <p>*engage effectively in a range of collaborative discussions w/ diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ astounded ○ concealed ○ inquisitive ○ interpret ○ perplexed ○ precise ○ reconsider ○ suspicious <p>Content Language:</p> <ul style="list-style-type: none"> ○ Investigation ○ Act ○ Adages ○ proverbs |
| <p>Unit 4-3</p> <p>Qtr 3 Week 3</p> <p>Weekly concept: Take Action</p> | <p>RI.5.7 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.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> | <p>What can people do to bring about a positive change?</p> | <p>I will be able to:</p> <p>* 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.</p> <p>*explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ anticipation ○ defy ○ entitled ○ neutral ○ outspoken ○ reserved ○ sought ○ unequal |

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| | <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> |  | <p>*integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>*quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>*determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p>*write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> | <ul style="list-style-type: none"> ○ alterations ○ furtively ○ illegal ○ provision <p>Content Language:</p> <ul style="list-style-type: none"> ○ second-class ○ citizenship ○ suffrage ○ amendment ○ logical order ○ prefixes ○ suffixes |
| <p>Unit 4-4</p> <p>Qtr 3 Week 4</p> <p>Weekly concept: Consider Our Resources</p> | <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>Why are natural resources valuable?</p>  | <p>I will be able to:</p> <p>*use context – cause/effect relationships and comparison in text as a clue to the meaning of a word or phrase</p> <p>*use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>*acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</p> <p>*review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>*summarize a written text read aloud or information presented in diverse media and formats, including visually....</p> <p>*summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p> <p>*link ideas within and across categories of information using words, phrases, and clauses</p> <p>*quote accurately from a text...</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ absorb ○ affect ○ circulates ○ conserve ○ cycle ○ glaciers ○ necessity ○ seeps ○ extracted ○ morning dew <p>Content Language:</p> <ul style="list-style-type: none"> ○ Polar icecaps ○ Runoff ○ Relationships ○ Definitions ○ restatements |

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| | RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | *determine two or more main ideas of a text...;summarize the text | |
| Unit 4-5 Qtr 3 Week 5 Weekly concept: Express Yourself | RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | How do you express that something is important to you? | I will be able to: *Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. * Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. * Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem | Academic Language: ○ barren ○ expression ○ meaningful ○ plumes ○ fast ○ gone ○ keep ○ thorngray ○ searoar Content Language: ○ goldlullaby ○ dictionary ○ thesaurus ○ simile ○ metaphor |
| Unit 4-6 Qtr 3 Week 6 Weekly concept: Review & Assessment | Standards in Review – Unit 4 RL.5.10 RL.5.7 RL.5.9 RL.5.1 RL.5.2 RI.5.3 RI.5.5 RF.5.3a RF.5.4a RF.5.4c SL.5.1 SL.5.1d SL.5.2 L.5.2 L.5.2e L.5.4a L.5.4b L.5.4c L.5. L.5.5a L.5.6 W.5.1a W.5.2b W.5.3a W.5.4 W.5.5 W.5.7 W.5.9b | | | |
| Unit 5-1 Qtr 3 Week 7 Weekly concept: | L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.2e Spell grade-appropriate words correctly, consulting references as needed. | What experiences can change the way you see yourself | I will be able to: * *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Academic Language: ○ disdain ○ focused ○ genius ○ perspective ○ prospect ○ stunned |

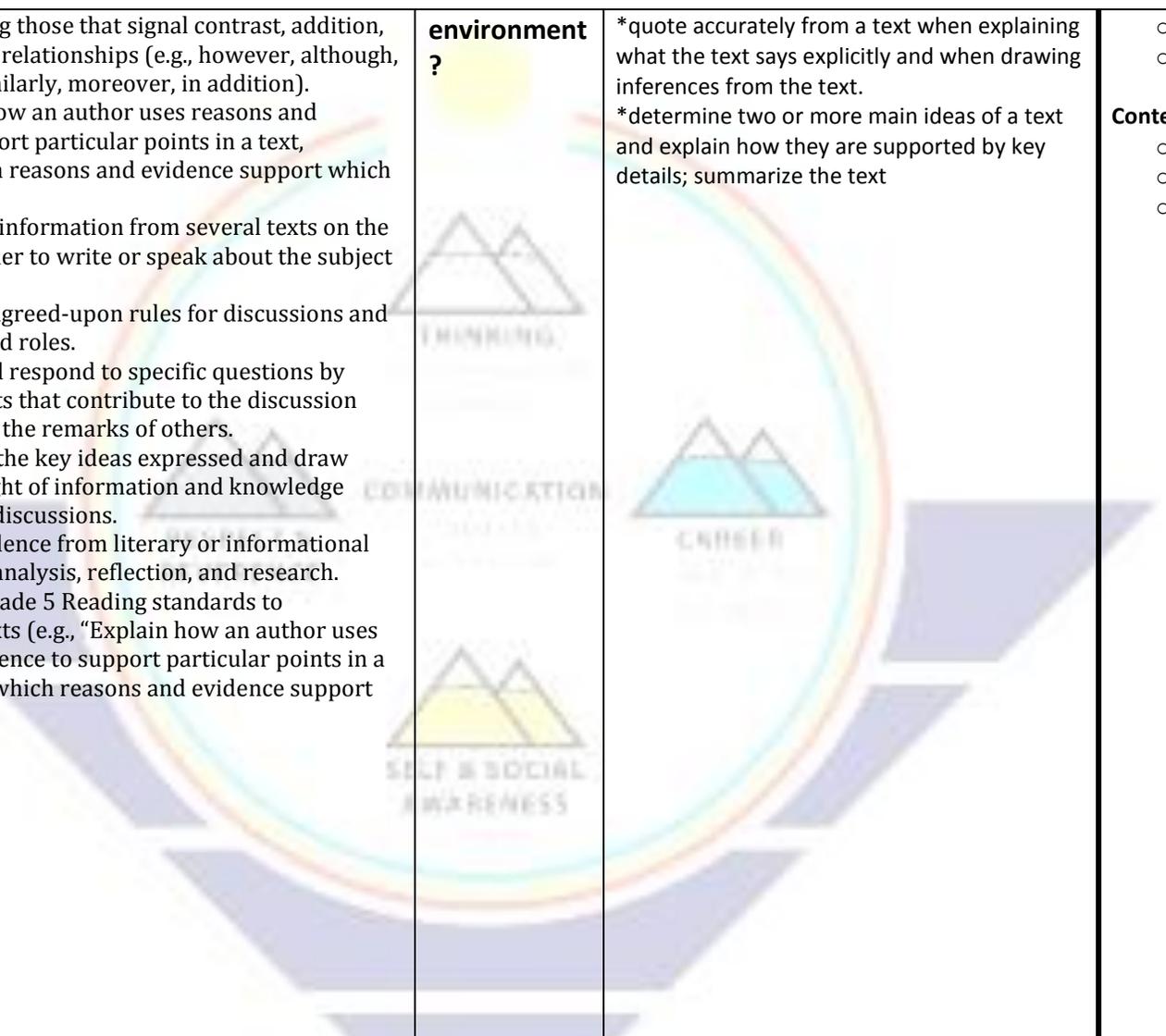
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| <p>New Perspectives</p> | <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read on-level text with purpose and understanding.</p> <p>RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | <p>and the world around you?</p> | <p>*determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p>*use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology..</p> <p>*read on-level text w/ purpose and understanding</p> <p>*read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>*describe how a narrator’s or speaker’s point of view influences how events are described</p> <p>*compare and contrast stories in the same genre on their approaches to similar themes and topics</p> | <ul style="list-style-type: none"> ○ superb ○ transition <p>Content Language:</p> <ul style="list-style-type: none"> ○ enthusiasm ○ perceived ○ maneuvering ○ retreated ○ comparison |
| <p>Unit 5-2</p> <p>Qtr 3 Week 8</p> <p>Weekly concept: Better Together</p> | <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> | <p>How do shared experiences help people adapt to change?</p> | <p>I will be able to:</p> <p>*explain the function of conjunctions, prepositions, and interjections in general...</p> <p>*spell grade-appropriate words correctly, consulting references as needed</p> <p>*quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>*link ideas within and across categories of information using words, phrases, and clauses.</p> <p>*compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>*determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors/similes</p> <p>*compare/contrast stories in the same genre on their approaches to similar themes and topics</p> <p>*link ideas w/in and across categories of information using words, phrases, and clauses</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ assume ○ guarantee ○ nominate ○ obviously ○ rely ○ supportive ○ sympathy ○ weakling ○ capacetic ○ recorder ○ tone ○ embouchure ○ stock <p>Content Language:</p> <ul style="list-style-type: none"> ○ Historical fiction ○ Dialect ○ Prosperity ○ Stock market ○ Legislation ○ Federal ○ Roaring twenties |

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| <p>Unit 5-3</p> <p>Qtr 3 Week 9</p> <p>Weekly concept: Our Changing Earth</p> | <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to understand the meaning of a word or phrase.</p> <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read on-level text with purpose and understanding.</p> <p>RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>What changes in the environment affect living things?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings *use context to confirm or self-correct word recognition and understanding, rereading as necessary *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *determine two or more main ideas of a text and explain how they are supported by key details; summarize the text *use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *read on-level text w/ purpose and understanding | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Atmosphere ○ Decays ○ Gradual ○ Impact ○ Noticeably ○ Receding ○ Stability ○ Variations ○ Nutrients ○ drought <p>Content Language:</p> <ul style="list-style-type: none"> ○ El Nino ○ Polyp ○ Debris ○ Graph ○ Topic |
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Quarter 3 Notes/Ideas:

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| <p>Unit 5-4</p> <p>Qtr 4 Week 1</p> <p>Weekly concept: Now We Know</p> | <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2e Provide a concluding statement or section related to the information or explanation presented.</p> | <p>How can scientific knowledge change over time?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *use context to confirm or self-correct word recognition and understanding, rereading as necessary *quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions *summarize a written text read aloud or info presented in diverse media and formats... *introduce a topic clearly, provide a general observation and focus, and group related info logically; include formatting, illustrations, and multimedia to aid comprehension *provide a concluding statement or section related to the information or explanation presented. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Approximately ○ Astronomical ○ Calculation ○ Criteria ○ Diameter ○ Evaluate ○ Orbit ○ Spheres ○ Dense ○ Strife ○ discord <p>Content Language:</p> <ul style="list-style-type: none"> ○ Accuracy ○ Verify ○ Greek Roots |
| <p>Unit 5-5</p> <p>Qtr 4 Week 2</p> <p>Weekly concept:</p> | <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and</p> | <p>How do natural events and human activities affect the</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings *use context to confirm or self-correct word recognition and understanding, rereading as necessary | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Agricultural ○ Declined ○ Disorder ○ Identify ○ Probable ○ Thrive |

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| <p>Scientific Viewpoints</p> | <p>phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> | <p>environment ?</p>  | <p>*quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> | <ul style="list-style-type: none"> ○ Unexpected ○ widespread <p>Content Language:</p> <ul style="list-style-type: none"> ○ Bibliography ○ Conclusion ○ Root Words |
| <p>Unit 5-6 Qtr 4 Week 3</p> | <p>Standards in Review – Unit 5</p> <p>L.5.4a L.5.6</p> | | | |

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| <p>Weekly concept: Review & Assessment</p> | <p style="text-align: center;">RF.5.4a RF.5.4b RF.5.4c RI.5.3</p> <p style="text-align: center;">RI.5.5 RI.5.7 RI.5.8 RI.5.10</p> <p style="text-align: center;">RL.5.3 RL.5.10</p> <p style="text-align: center;">SL.5.1b SL.5.4 SL.5.5</p> <p style="text-align: center;">W.5.1a W.5.1b W.5.1d W.5.2 W.5.2a W.5.2b W.5.2e W.5.5 W.5.6 W.5.7 W.5.9b</p> | | | |
| <p>Unit 6-1</p> <p>Qtr 4 Week 4</p> <p>Weekly concept: New Perspectives</p> | <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | <p>How do different groups contribute to a cause?</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> *consult reference materials both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *recognize and explain the meaning of common idioms, adages, and proverbs *acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.... *use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context *read on-level text w/ purpose & understanding *engage effectively in a range of collaborative discussions w/ diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Bulletin ○ Contributions ○ Diversity ○ Accuracy Enlisted ○ Intercept ○ Operations ○ Recruits ○ survival <p>Content Language:</p> <ul style="list-style-type: none"> ○ unbreakable ○ transmission ○ platoon ○ boot camp ○ drills ○ aeronautic ○ encode ○ decipher ○ flashback ○ media ○ homophones |
| <p>Unit 6-2</p> <p>Qtr 4 Week 5</p> | <p>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>What actions can we take to</p> | <p>I will be able to:</p> <ul style="list-style-type: none"> * Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ abruptly ○ ally ○ collided |

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| <p>Weekly concept: Getting Along</p> | <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.4a Read on-level text with purpose and understanding. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | <p>get along with others?</p> | <p>and determine or clarify the precise meaning of key words and phrases. * Recognize and explain the meaning of common idioms, adages, and proverbs. * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. * Read on-level text with purpose and understanding. * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | <ul style="list-style-type: none"> ○ confident ○ conflict ○ intervene ○ protective ○ taunting ○ atrocity ○ vulnerability <p>Content Language:</p> <ul style="list-style-type: none"> ○ convoluted ○ indisputably ○ contagious ○ antithesis ○ escalate ○ mortified ○ pacing ○ connotation ○ denotation |
| <p>Unit 6-3 Qtr 4 Week 6</p> <p>Weekly concept: Adaptations</p> | <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to understand the meaning of a word or phrase. L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.2b Use a comma to separate an introductory element from the rest of the sentence. L.5.2e Spell grade-appropriate words correctly, consulting references as needed. L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> | <p>How are living things adapted to their environment ?</p> | <p>I will be able to: *Use a comma to separate an intro element from rest of sentence. *Spell grade-appropriate words correctly, consulting references as needed. *Use context; cause/effect & comparisons in text as a clue to the meaning of a word or phrase. *know and apply grade-level phonics and word analysis skills in decoding words *use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ Adaptations ○ Agile ○ Cache ○ Dormant ○ Forage ○ Frigid ○ Hibernate ○ Insulates ○ Vents ○ Magma ○ Submersible ○ Bioluminous ○ Tundra |

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| | <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read on-level text with purpose and understanding.</p> <p>RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> |  | <p>accurately unfamiliar multisyllabic words in context and out of context.</p> <p>* Read on-level text with purpose and understanding.</p> <p>* Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <ul style="list-style-type: none"> ○ Carrion <p>Content Language:</p> <ul style="list-style-type: none"> ○ Chemosynthesis ○ Caribou ○ Tundra ○ Vegetation ○ Larvae ○ Esophagus ○ Torpar ○ Lichens ○ Circular ○ Storehouse ○ Sedges ○ Alpine ○ lee |
| <p>Unit 6-4</p> <p>Qtr 4 Week 7</p> <p>Weekly concept: Making a Difference</p> | <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | <p>What impact do our actions have on our world?</p> | <p>I will be able to:</p> <p>*spell grade-appropriate words correctly, consulting references as needed</p> <p>*Use context as a clue to the meaning or a word or phrase</p> <p>*interpret figurative language, including similes/metaphors, in context</p> <p>*produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>*quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>*determine a theme of a story, drama, or poem from details in the text.....</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ export ○ glistening ○ influence ○ landscape ○ native ○ plantations ○ restore ○ urged ○ trilogy ○ unison <p>Content Language:</p> <ul style="list-style-type: none"> ○ Skimming ○ Scanning ○ Synonyms ○ antonyms |
| <p>Unit 6-5</p> <p>Qtr 4 Week 8</p> | <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> | <p>What can our connections to the world teach us?</p> | <p>I will be able to:</p> <p>*explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.</p> | <p>Academic Language:</p> <ul style="list-style-type: none"> ○ blares ○ connection ○ errand ○ exchange |

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| <p>Weekly concept: Out in the World</p> | <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RF.5.4a Read on-level text with purpose and understanding. RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> |  | <p>*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. * read on-level text with purpose and understanding *read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings *use context to confirm or self-correct word recognition and understanding, rereading as necessary *determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> | <p>Content Language:</p> <ul style="list-style-type: none"> ○ Meter ○ Interview ○ personification |
| <p>Unit 6-6</p> <p>Qtr 4 Week 9</p> <p>Weekly concept: Review & Assessment</p> | <p>Standards in Review – Unit 6</p> <p>W.5.1a W.5.1b W5.1d W.5.2 W.5.2a W.5.2b W.5.2e W.5.5 W.5.6 W.5.7 W.5.8 W.5.9b</p> <p>L.5.4 L.5.6</p> <p>RF.5.4a RF.5.4b RF.5.4c</p> <p>RI.5 RI.5.7 RI.5 RI.5.9 RI.5.10</p> <p>RL.5.2 RL.5.10 SL.5.1c</p> | | | |

Quarter 4 Notes/Ideas:

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