

Fifth Grade Quarter 1

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 1 Title: Great Readers See Themselves as Readers/ Descriptive Writing</p> <p>Essential Questions:</p>	<p>Week 1 : Choosing Books/ Getting Started</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling, patterns, and structural analysis (CI 2) <p>B 1.4 Understand grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (CI 3) <p>B 2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Selects and returns books from a variety of categories within the classroom collection (CI 3) • Demonstrates the criteria for selecting “just right” reading materials and reads independently each day (CI 4) • Reads texts from a variety of genre (CI 1) 	<p><i>WTW Sort 1</i> TG p. 24 (inflected ending -ed)</p> <p><i>GHGR Shared Reading</i> TG p. 40</p> <p><i>GHGR Shared Reading</i> TG p. 42, 44</p> <p><i>GHGR Shared Reading</i> TG p.44</p> <p><i>GHGR Writing TG</i> p. 26-27 Establishing Writing Routines</p>	<p><i>WTW Sorts 1</i> TG p. 25 (Weekly Assessment)</p> <p>DRA2</p> <p><i>GHGR Shared Reading</i> TG p. 46-47 (Wrap Up)</p> <p><i>GHGR Writing TG</i> p.25 <i>Quick Write, Write to Learn</i></p> <p>Writing Prompt and Rubric</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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<p>Unit 1 Title: Great Readers See Themselves as Readers/ Descriptive Writing</p> <p>Essential Questions:</p>	<p>Week 2: Building Reading Stamina/ Descriptive Poem</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B 1.4 Understand grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (CI 3) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (making connections to clarify meaning) (CI 1) • Self-monitors and corrects (CI 5) <p>B 2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads 28 or more chapter books a year (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses varying sentence patterns and lengths that adheres to the syntax of oral language (CI 1) • Uses editing and revising skills (CI 5) • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 2 TG p. 26 (Prefixes-re, un, dis, mis)</i></p> <p><i>GHGR Shared Reading TG p. 49</i></p> <p><i>GHGR Shared Reading TG p.54</i></p> <p><i>GHGR Writing TG p. 28-31</i> <i>The Six Traits of Writing Teacher Resource CD</i> <i>Model text: "My Brother's Saxophone"</i></p> <p><i>GHGR Writing TG p. 146</i> <i>SFSW TG p. T12</i></p>	<p><i>WTW Sort 2 TG p. 27 (Weekly Assessment)</i></p> <p>DRA2</p> <p><i>GHGR Writing TG p. 25</i> <i>Quick Write Write to Learn</i></p> <p><i>GHGR Shared Reading TG p. 56-57 (Wrap Up)</i></p> <p><i>GHGR Assessment Handbook TG p. 43, 49</i></p> <p>Writing Prompt and Rubric</p>	

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<p>Unit 2Title: Great Readers Make Sense of Text/ Narrative Writing</p> <p>Essential Questions:</p>	<p>Week 3: Asking Question/ Personal Narrative</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> ▪ Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B 1.4 Understands grade level vocabulary</p> <ul style="list-style-type: none"> • Understands word meaning through structural analysis (suffixes) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes and interprets information using conventions of text (CI 4) • Applies comprehension strategies to gain meaning from text (ask questions) (CI 1) • Provides evidence from the text when making or revising predictions (CI 7) • Identifies the author’s purpose or aim (CI 9) • Self-monitors and corrects (CI 5) • Recognizes various genre(CI 2) (Non-fiction informational) <p>B 2.3 Plans and creates oral, written, and visual NARRATIVE communication based on model text or PERSONAL EXPERIENCE (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> ○ Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) ○ Provides plot development and organization which creates series of relevant, sequence events (CI 2) <p>B 3.1 Applies language usage and conventions to create and share oral written communication that convey meaning</p> <ul style="list-style-type: none"> • Uses varying sentence pattern and lengths that adhere to the syntax of oral language (CI 1) 	<p><i>WTW Sort 5 TG p.32 (Suffixes- ness, ful, less)</i></p> <p><i>WTW Sort 5 TG p.32 (Suffixes- ness, ful, less)</i></p> <p><i>GHGR Shared Reading TG p. 85</i></p> <p><i>GHGR Shared Reading TG p. 85</i></p> <p><i>GHGR Shared Reading TG p. 86,</i></p> <p><i>GHGR Shared Reading TG p.88-89</i></p> <p><i>GHGR Shared Reading TG p. 90</i></p> <p><i>GHGR Writing p. 44-46</i></p> <p><i>GHGR Writing p. 44-46</i></p> <p><i>SFSW p. T16, T38</i> <i>GHGR Writing p. 147</i> <i>Teacher Resource CD: Personal Narrative Planner</i></p>	<p><i>WTW Sort 5 TG p. 33 (Weekly Assessment)</i> <i>WTW Sort 5 TG p. 33 (Spell Check 1b)</i></p> <p><i>GHGR Shared Reading TG p. 92-93 (Wrap Up)</i></p> <p><i>GHGR Writing TG p. 43</i> <i>Quick Write</i> <i>Write to Learn</i></p> <p>Writing Prompt and Rubric</p>	

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<p>Unit 2 Title: Great Readers Make Sense of Text/ Narrative Writing</p> <p>Essential Questions:</p>	<p>Week 4: Clarifying/Personal Narrative</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.4 Understands grade level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (Suffixes) (CI 3) • Determines the meanings of words using context clues (CI 4) • Learns new words from talk and texts read aloud and demonstrates knowledge through speaking and writing (CI 1) <p>B2.1 Comprehends material from a variety of information print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (CI 1) • Recognizes and interprets information using convention of text (types of print, dictionary, and glossary) (CI 4) • Recognizes text structure (CI 6) • Self-monitors and corrects (CI 5) • Recognizes various genre (non-fiction informational) (CI) <p>B2.3 Plans and creates oral, written, and visual Narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) • Provides closure in a variety of ways (CI 5) <p>B3.1 Applies language usage and conventions to create and share oral and written communications that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuations, and correct grammar (CI 3) 	<p><i>WTW Sort 6</i> TG p.34 (Adding-ion with no spelling change)</p> <p><i>WTW Sort 6</i> TG p.34 (Adding-ion with no spelling change)</p> <p><i>GHGR Shared Reading</i> TG p. 96</p> <p><i>GHGR Shared Reading</i> TG p. 98</p> <p><i>GHGR Shared Reading</i> TG p. 95, 100</p> <p><i>GHGR Shared Reading</i> TG p. 95, 98-99</p> <p><i>GHGR Shared Reading</i> TG p. 95</p> <p><i>GHGR Shared Reading</i> TG p. 96, 98, 100</p> <p><i>GHGR Writing</i> TG p. 48-51</p> <p><i>GHGR Writing</i> TG p. 51</p> <p><i>GHGR Writing TG p. 147</i> <i>SFSW TG p. T16</i></p>	<p><i>WTW Sort 6</i> TG p. 35 (Weekly Assessment)</p> <p><i>GHGR Shared Reading</i> TG p. 102-103 (Wrap Up)</p> <p><i>GHGR Writing TG p. 43</i> <i>Quick Write</i> <i>Write to Learn</i></p> <p>Writing Prompt and Rubric</p>	

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<p>Unit 2Title: Great Readers Make Sense of Text/ Narrative Writing</p> <p>Essential Questions:</p>	<p>Week 5: Summarizing and Synthesizing/ Personal Narrative</p>	<p>B1.4 Understands grade level vocabulary</p> <ul style="list-style-type: none"> • Determines the meanings of words using context clues (CI 4) <p>B1.5 Reading with fluency and accuracy</p> <ul style="list-style-type: none"> • Reads aloud fluently and accurately with prosody (CI 3) <p>B2.1 Comprehends material from a variety of information print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (CI 1) • Recognizes text structure (CI 6) • Recognizes various genre (nonfiction informational) (CI 2) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a SERIES OF INSTRUCTION</p> <ul style="list-style-type: none"> • Includes facts, details, quotations, statistics, or other information pertinent to the topic (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communications that conveys meaning</p> <ul style="list-style-type: none"> • Uses editing advising skills (CI 5) • Uses combination of phonetic and conventional spelling(CI 2) 	<p><i>GHGR Shared Reading TG p. 105</i></p> <p><i>GHGR Shared Reading TG p. 105, 106</i></p> <p><i>GHGR Shared Reading TG p.106, 108, 110</i></p> <p><i>GHGR Shared Reading TG P. 108</i></p> <p><i>GHGR Shared Reading TG p. 106, 110</i></p> <p><i>GHGR Writing p. 53,54</i> <i>Teacher Resource CD: Voice Rubric, Steps of Writing Process</i> <i>Editing Checklist, List of Proofreading Marks</i></p> <p><i>SFSW p. T16, T38</i> <i>GHGR Writing p. 147</i> <i>Teacher Resource CD: Personal Narrative Planner</i></p> <p><i>WTW Sort 7 p. 36 (adding -ion , -ian)</i></p>	<p><i>WTW Sort 7 TG p.37</i> (Weekly Assessment)</p> <p><i>GHGR Shared Reading TG p. 112-113 (Wrap Up)</i></p> <p><i>GHGR Assessment Handbook TG p. 50</i></p> <p>Writing Prompt and Rubric</p>	

Fifth Grade Quarter 2

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 3 Title: Great Readers Use What They Know/ Response to Reading</p> <p>Essential Questions:</p>	<p>Week 1: Activating Background Knowledge/ Writing to a Prompt</p>	<p>B 1.3 Applies language usage and conventions to create share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Using combination of phonetic and conventional spelling (CI 2) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (roots) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes text structures(CI 6) • Applies comprehension strategies to gain meaning from text (uses schema) (CI 1) • Recognizes various genres (CI 2) • Recognizes and interprets information using conventions of text (types of print, table of contents, photographs, captions) (CI 4) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads texts form a variety of genre (CI 1) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communications based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) • Provides plot developments and organization which creates a series of relevant, sequenced events (CI 2) <p>B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change</p> <ul style="list-style-type: none"> • Introduces the topic and includes details using multiple resources (CI 1) <p>B3.1 Applies language usages and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses varying sentence patterns and lengths that adhere to syntax of oral language (CI 1) 	<p>WTW Sort 8 TG p. 38 (adding –ion, drop the e</p> <p><i>GHGR Shared Reading TG p. 121</i></p> <p><i>GHGR Shared Reading TG p. 121</i></p> <p><i>GHGR Shared Reading TG p. 122, 126</i></p> <p><i>GHGR Shared Reading TG p. 125</i></p> <p><i>GHGR Shared Reading TG p. 122</i> <i>GHGR Shared Reading TG p. 126</i></p> <p><i>GHGR Shared Reading TG p. 122</i></p> <p><i>GHGR Writing TG p. 58, 59, 60-61</i> Teacher Resource CD: Writing Prompts Worksheets, Types of Writing Chart</p> <p><i>GHGR Writing TG p. 148</i> <i>SFSW TG p.T17</i></p> <p><i>GHGR Writing TG p. 60-61</i></p>	<p><i>WTW Sort 8 TG p. 39</i> (Weekly Assessment) <i>WTW Sort 8 TG p. 39</i> (Spell Check 2b)</p> <p><i>GHGR Shared Reading TG p. 128-129 (Wrap Up)</i> <i>GHGR Writing TG p. 57 Quick Write, Writing to Learn</i></p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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<p>Unit 3 Title: Great Readers Use What They Know/ Response to Reading</p> <p>Essential Questions:</p>	<p>Week 2: Activating Background Knowledge/ Summary of Fiction</p>	<p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Uses knowledge of word structures to determine the meaning of words (antonyms) (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes and interprets using convention of text (diagrams) (CI 4) • Applies comprehension strategies to gain meaning from text (schema, connections) (CI 1) • Self-monitors and corrects (CI 5) • Provides evidence from the text when making or adjusting predictions (CI 7) <p>B2.3 Plans and creates, oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) • Provides plot development and organization which creates a series of relevance, sequence events (CI 2) • Makes connections to clarify meaning through text to self, text to text, and text to world (CI 3) <p>B3.1 Applies language usage to create and share oral and written communication that conveys meaning</p> <p>Uses capitalization, punctuation, and correct grammar (CI 3)</p>	<p><i>GHGR Shared Reading TG p. 131</i></p> <p><i>GHGR Shared Reading TG p. 131</i></p> <p><i>GHGR Shared Reading TG p. 132, 134, 136</i></p> <p><i>GHGR Shared Reading TG p. 132, 134, 136</i> <i>GHGR Shared Reading TG p. 136</i></p> <p><i>GHGR Writing TG p. 62. 64</i></p> <p><i>GHGR Writing TG p. 63</i></p> <p><i>GHGR Writing TG p. 65</i></p> <p><i>GHGR Writing TG p.148</i> <i>SFSW TG p.T18</i></p>	<p><i>WTW Sort 8 TG p. 39</i> <i>(Weekly Assessment)</i> <i>WTW Sort 8 TG p. 39</i> <i>(Spell Check 2b)</i></p> <p><i>GHGR Shared Reading TG p. 138</i> <i>(Wrap Up)</i></p> <p><i>GHGR Writing TG p. 57</i> <i>Quick Write, Writing to Learn</i></p> <p><i>GHGR Shared Reading TG p. 138-139</i> <i>(Wrap Up)</i></p>	

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<p>Unit 3 Title: Great Readers Use What They Know/ Response to Reading</p> <p>Essential Questions:</p>	<p>Week 3: Making Connections/ Summary of Nonfiction</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meaning through structural analysis (Suffixes) (CI 3) • Uses knowledge of word structures to determine the meaning of words (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes text structures (CI 6) • Applies comprehension strategies to gain meaning form text (makes connections to clarify meaning) (CI 1) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communications based on modeled text or a series of instruction</p> <ul style="list-style-type: none"> • Uses an organizational structure (CI 2) • Includes facts, details, quotations, statistics, or other information pertinent to the topic (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses varying sentence patterns and lengths that adhere to syntax of oral language (CI 1) • Uses combination of phonetic and conventional spelling (CI 2) • Incorporates transitional words and phrases (CI 4) 	<p><i>WTW Sort 10 TG</i> p. 42</p> <p><i>WTW Sort 10 TG</i> p. 42</p> <p><i>GHGR Shared Reading TG</i> p. 141</p> <p><i>GHGR Shared Reading TG</i> p. 141</p> <p><i>GHGR Shared Reading TG</i> p. 142, 144, 146</p> <p><i>GHGR Writing TG</i> p. 66</p> <p><i>GHGR Writing TG</i> p. 67</p> <p><i>GHGR Writing TG</i> p. 68</p> <p><i>GHGR Writing TG</i> p. 148 <i>SFSW</i> p.T18 <i>GHGR Writing TG</i> p. 69</p>	<p><i>WTW Sort 10 TG</i> p. 43 (Weekly Assessment) <i>WTW Sort 10 TG</i> p. 43 (Spell Check 2b)</p> <p><i>GHGR Shared Reading TG</i> p. 148-149 (Wrap Up)</p> <p><i>GHGR Writing TG</i> p. 57 <i>Quick Write, Writing to Learn</i></p> <p>Teacher Resource Writing CD: narrative writing checklist</p>	

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<p>Unit 3 Title: Great Readers Use What They Know</p> <p>Essential Questions:</p>	<p>Week 4: Making Inferences</p>	<p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate, spelling patterns, and instructional analysis (CI 2) <p>B1.5 Reads with fluency and accuracy</p> <ul style="list-style-type: none"> • Reads aloud fluently and accurately with prosody (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (schema, inferences) (CI 1) • Self-monitors and corrects (CI 5) • Recognizes text structures (CI 6) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses varying sentence patterns and adhere to the syntax of oral language (CI 1) 	<p><i>WTW Sort 11 (Consonant Alternation: silent and sounded) TG p. 44</i></p> <p><i>GHGR Shared Reading TG p. 151</i></p> <p><i>GHGR Shared Reading TG p. 152, 154</i></p> <p><i>GHGR Shared Reading TG p. 156</i></p> <p><i>GHGR Shared Reading TG p. 152, 154, 156</i></p> <p><i>GHGR Shared Reading TG p. 151</i></p> <p><i>Writing (Catch up week)</i></p>	<p><i>WTW Sort 11 TG p. 45 (Weekly Assessment)</i></p> <p><i>GHGR Shared Reading TG p. 158 (Wrap Up)</i></p> <p><i>GHGR Assessment Card (if/then chart)</i> <i>GHGR Conference Card (writing)</i> <i>GHGR Assessment Handbook p. 51</i></p>	

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<p>Unit 4 Title: Great Readers Understand How Stories Work/ Creative Writing</p> <p>Essential Questions:</p>	<p>Week 1 : Understand Story Elements/ Fantasy Short Story</p>	<p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate, spelling patterns, and instructional analysis (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes text structures (CI 6) • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) • Provides evidence from the text when making or adjusting predictions (CI 7) • Recognizes various genres (CI 2) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary or retelling)</p> <ul style="list-style-type: none"> • Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) • Develops complex characters and/or provides insight about the persona of the narrator (CI 4) • Provides plot development and organization which creates a series of relevant, sequence events (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses a combination of phonetic and conventional spelling (CI 2) 	<p><i>WTW Sort 12 (Vowel Alternation long to short) TG p. 46</i></p> <p><i>GHGR Shared Reading TG p. 167</i></p> <p><i>GHGR Shared Reading TG p. 168, 170, 172</i></p> <p><i>GHGR Shared Reading TG p. 168</i></p> <p><i>GHGR Shared Reading TG p. 172</i></p> <p><i>GHGR Writing TG p. 74-76</i></p> <p><i>GHGR Shared Reading TG p. 167, 172; GHGR Writing TG p. 76</i></p> <p><i>GHGR Writing TG p. 77</i></p> <p><i>GHGR Writing TG p. 149</i> <i>SFSW TG p. T19</i></p>	<p><i>WTW Sort 11 TG p. 47 (Weekly Assessment)</i></p> <p><i>GHGR Shared Reading TG p. 174 (Wrap Up)</i></p> <p><i>GHGR Writing TG p. 73</i> <i>Quick Write, Writing to Learn</i></p>	

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<p>Unit 4 Title: Great Readers Understand How Stories Work/ Creative Writing</p> <p>Essential Questions:</p>	<p>Week 2: Understanding and Analyzing Characters/ Fantasy Short Story</p>	<p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Uses knowledge of word structures to determine the meaning of words (CI 2) <p>B1.5 Reads with fluency and accuracy</p> <ul style="list-style-type: none"> • Reads aloud fluently and accurately with prosody (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Identifies and uses literary elements of figurative language (alliteration) (CI 10) • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or PERSONAL EXPERIENCES (narrative account, literary or retelling)</p> <ul style="list-style-type: none"> • Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) • Develops complex characters and/or provides insight about the persona of the narrator (CI 4) • Provides plot development and organization which creates a series of relevant, sequence events (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses editing and revising skills (CI 5) • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 13 (Vowel Alternation long to short or /e/) TG p. 48</i></p> <p><i>GHGR Shared Reading TG p. 177</i></p> <p><i>GHGR Shared Reading TG p. 177</i></p> <p><i>GHGR Shared Reading TG p. 178, 180, 182</i></p> <p><i>GHGR Writing TG p. 79, 81</i> <i>GHGR Shared Reading TG p. 178, 180, 182</i></p> <p><i>GHGR Shared Reading TG p. 178, 180, 182</i> <i>GHGR Writing TG p. 80, 178, 1</i></p> <p><i>GHGR Writing TG p. 79, 81</i></p> <p><i>Writing TG p. 78</i> Teacher Resource CD Words Choice Rubric <i>GHGR Writing TG p. 149</i> <i>SFSW p. T20, T43</i></p>	<p><i>WTW Sort 13 TG p. 49 (Weekly Assessment)</i></p> <p><i>WTW Sort 13 TG p. 49 (Spell Check 3)</i></p> <p><i>GHGR Shared Reading TG p. 184 (Wrap Up)</i> <i>GHGR Writing TG p. 73</i> Quick Write, Writing to Learn</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 4 Title: Great Readers Understand How Stories Work/ Creative Writing</p> <p>Essential Questions:</p>	<p>Week 3: Understanding Setting and Plot/Fantasy Short Story</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge grade appropriate phonics, spelling patterns, structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understanding word meanings through structural analysis (CI 3) • Uses knowledge of word structures to determine the meaning of words (homographs) (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) • develops complex characters and/or provides insight about the persona of the narrator (CI 4) • Recognizes text structures (sequences) (CI 6) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or PERSONAL EXPERIENCES (narrative account, literary or retelling)</p> <ul style="list-style-type: none"> • Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 14 (Adding suffixes, vowel alternation accented to unaccented/) TG p. 50</i></p> <p><i>GHGR Shared Reading TG p. 187</i></p> <p><i>GHGR Shared Reading TG p. 188, 189, 192</i></p> <p><i>GHGR Shared Reading TG p. 188</i></p> <p><i>GHGR Shared Reading TG p. 192</i></p> <p><i>GHGR Shared Reading TG p. 187, 190</i></p> <p><i>GHGR Writing TG p. 82, 83, 84</i> Resource CD Rubric, Editing Checklist, List of Proofreading Marks</p>	<p><i>WTW Sort 14 TG p. 51 (Weekly Assessment)</i></p> <p><i>GHGR Shared Reading TG p. 194 (Wrap Up)</i></p> <p><i>GHGR Writing TG p. 73</i> Quick Write, Writing to Learn</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 4 Title: Great Readers Understand How Stories Work/ Creative Writing</p> <p>Essential Questions:</p>	<p>Week 4: Understanding and Analyzing Theme/ Clerihew Poem</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge grade appropriate phonics, spelling patterns, structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understanding word meanings through structural analysis (CI 3) • Uses knowledge of word structures to determine the meaning of words (synonyms) (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (visualizing, connections) (CI 1) • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) • Identifies the authors purpose or aim (CI 9) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses a combination of phonetic and conventional spelling (CI 2) • Uses editing and revising skills (CI 5) • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 15 (Adding suffixes - ity, vowel alternation /e/ to short) TG p. 52</i></p> <p><i>GHGR Shared Reading TG p. 197</i></p> <p><i>GHGR Shared Reading TG p. 198, 202</i></p> <p><i>GHGR Shared Reading TG p. 200, 202</i></p> <p><i>GHGR Shared Reading TG p. 200</i></p> <p><i>GHGR Writing TG p. 149</i> <i>SFSW p. T19, T42</i></p> <p><i>GHGR Writing TG p. 88</i></p> <p><i>GHGR Shared Reading TG p. 197</i></p>	<p><i>WTW Sort 15 TG p. 53 (Weekly Assessment)</i> <i>WTW Sort 15 TG p. 53 (Spell Check 4a)</i></p> <p><i>GHGR Shared Reading TG p. 204 (Wrap Up)</i> <i>GHGR Assessment Card (if/then chart)</i> <i>GHGR Assessment Handbook p.52, 74</i></p> <p><i>GHGR Writing TG p. 73</i> <i>Quick Write, Writing to Learn Teacher Resource</i> <i>Writing CD: Creative Writing Checklist</i></p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Fifth Grade Quarter 3

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Read to Learn/ Informational Writing</p> <p>Essential Questions:</p>	<p align="center">Week 1: Locating Facts and Information/ Social Studies Report</p>	<p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> Understands word meanings through structural analysis (suffixes, prefixes) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> Recognizes text structures (cause and effect) (CI 6) Recognizes and interprets information using conventions of text (glossary, types of print, table of content, and timeline graphs) (CI 4) Provides evidence from the text when making or adjusting predictions (CI 7) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response, or retelling)</p> <ul style="list-style-type: none"> Introduces a topic and establishes specific details, actions, or emotions about main and supporting characters, setting, and plot (CI 1) Provides plot development and organization which creates a series of relevant, sequenced events (CI 2) Makes connections to clarify meaning through text to self, text to text, text to world (CI 3) <p>B3.1 Applies language usages and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> Uses a combination phonetic conventional spelling (CI 2) Uses capitalization, punctuations, and correct grammar (CI 3) 	<p><i>WTW Sort 16 TG p. 54</i> (adding suffixes vowel alternation with spelling change) <i>GHGR Shared Reading TG p. 213</i></p> <p><i>GHGR Shared Reading TG p.213</i> <i>GHGR Shared Reading TG p.214, 216, 218</i></p> <p><i>GHGR Shared Reading TG p.214</i></p> <p><i>GHGR Writing TG p. 92</i></p> <p><i>GHGR Writing TG p. 92, 94</i> <i>Teacher Resource CD Report Map</i> <i>GHGR Writing TG p. 92, 93, 95</i> <i>Teacher Research CD KWL Chart</i></p> <p><i>WTW Sort 16 TG p. 54</i> (adding suffixes vowel alternation with spelling change) <i>GHGR Writing TG p. 150</i> <i>SFSW TG p. T21, T40</i></p>	<p><i>WTW Sort 8 16 p. 55</i> (Weekly Assessment)</p> <p>DRA2</p> <p><i>GHGR Shared Reading TG p. 220 (Wrap Up)</i></p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Use What They Know/ Informational Writing</p> <p>Essential Questions:</p>	<p>Week 2: Making Inferences from Nonfiction/ Social Studies Report</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade-appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (suffixes, prefixes) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes and interprets using convention of text (side bars) (CI 4) • Applies comprehension strategies to gain meaning from text (schema, inferences, determines important ideas) (CI 1) • Self-monitors and corrects (CI 5) <p>B 2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change</p> <ul style="list-style-type: none"> • Includes an opinion statement supported with rationale (CI 3) <p>B3.1 Applies language usages and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses varying sentence patterns and lengths adhere to the syntax of oral language (CI 1) • Uses editing and revising skills (CI 5) • Uses capitalization, punctuations, and correct grammar (CI 3) • Incorporates transition words and phrases (CI 4) 	<p><i>WTW Sort 17</i> TG p. 56 (adding suffixes colon, vowel alternation with spelling change)</p> <p>GHGR Shared Reading TG p. 223</p> <p>GHGR Shared Reading TG p. 224, 226, 228</p> <p>GHGR Shared Reading TG p. 228</p> <p>GHGR Shared Reading TG p. 223</p> <p>GHGR Writing TG p. 96, 97 Teacher Resource Characteristics of Leads GHGR Writing TG p. 96, 97, 98 GHGR Writing TG p. 150 SFSW TG p. T22</p> <p>GHGR Writing TG p. 99</p>	<p><i>WTW Sort 17</i> TG p. 57 (Weekly Assessment) <i>WTW Sort17</i> TG p.57 (Spell Check)</p> <p>DRA2</p> <p><i>GHGR Shared Reading TG p 230 (Wrap Up)</i></p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Use What They Know/ Informational Writing</p> <p>Essential Questions:</p>	<p>Week 3: Identifying and Using Text Features/ Social Studies Report</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meaning through structural analysis (Suffixes) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes various genres (nonfiction expository) (CI 2) • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, asks questions, compares/contrasts information, visualizes, makes inferences, draws conclusions, determines important ideas, summarizes, and synthesizes) (CI 1) • Distinguishes facts and opinions (CI 8) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communications based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Provides a conclusion (CI 4) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 18 TG p. 56</i> (Suffixes -ic, -ity, -ty, -ous)</p> <p><i>WTW Sort 18 TG p. 56</i></p> <p><i>GHGR Shared Reading TG p. 233-237</i> <i>GHGR Shared Reading TG p. 234</i></p> <p><i>GHGR Shared Reading TG p. 238</i></p> <p><i>GHGR Writing TG p. 100</i></p> <p><i>GHGR Writing TG p. 150</i> <i>SFSW p.T23, 41</i></p> <p><i>GHGR Writing TG p. 101, 102</i></p>	<p><i>WTW Sort 18 TG p. 59</i>(weekly assessment)</p> <p>DRA2</p> <p>Teacher Resource CD: Step of Writing Process Editing Checklist</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Use What They Know/ Informational Writing</p> <p>Essential Questions:</p>	<p>Week 4: Identifying and using Text Structures/ News Story</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (suffixes) (CI 3) <p>B1.5 Reads with fluency and accuracy</p> <ul style="list-style-type: none"> • Reads aloud fluently and accurately with prosody (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes various genres (nonfictional procedural) (CI 2) • Recognizes and interprets information using conventions of text (charts) (CI 4) • Identifies the author’s purpose or aim (CI 9) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Includes facts, details, quotations, statistics, or other information pertinent to the topic (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 19 (Adding Suffixes, -able, ible) TG p. 60</i></p> <p><i>WTW Sort 19 TG p. 60</i></p> <p><i>GHGR Shared Reading TG p. 243</i></p> <p><i>GHGR Shared Reading TG p. 244</i></p> <p><i>GHGR Shared Reading TG p. 244, 248</i></p> <p><i>GHGR Shared Reading TG p. 246</i></p> <p><i>GHGR Writing TG p.103-106</i></p> <p><i>GHGR Writing TG p.151</i> <i>SFSW p.T24</i></p>	<p><i>WTW Sort 19 TG p. 61</i> <i>(Weekly Assessment)</i></p> <p>DRA 2</p> <p><i>GHGR Shared Reading TG p. 250-251 (Wrap Up)</i></p> <p><i>GHGR Assessment Card (if/then chart)</i> <i>GHGR Conference Card (writing)</i> <i>GHGR Assessment Handbook p. 53</i></p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Use What They Know/ Informational Writing</p> <p>Essential Questions:</p>	<p>Week 5: Evaluating Nonfiction/ New Story</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (suffixes) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (ask questions) (CI 1) • Recognizes various genres (nonfiction procedural) (CI 2) • Recognizes and interprets information using conventions of text (CI 4) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Uses an organizational structure (CI 2) • Includes facts, details, quotations, statistics, or other information pertinent to the topic (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 20 (Adding Suffixes – able with drop e and no spelling change) TG p.62</i></p> <p><i>WTW Sort 20 (Adding Suffixes – able with drop e and no spelling change) TG p.62</i></p> <p><i>GHGR Shared Reading TG p.254, 256</i></p> <p><i>GHGR Shared Reading TG p. 253</i></p> <p><i>GHGR Shared Reading TG p. 253, 258</i></p> <p><i>GHGR Writing TG p. 107, 109, 110</i></p> <p><i>GHGR Writing TG p. 108</i></p> <p><i>GHGR Writing TG p. 107</i> <i>SFSW TG p. T26, T27, T41</i></p>	<p><i>WTW Sort 20 TG p. 63</i> <i>(Weekly Assessment)</i></p> <p><i>GHGR Shared Reading TG p. 260 (Wrap Up)</i></p> <p><i>GHGR Assessment Card (if/then chart)</i> <i>GHGR Conference Card (writing)</i> <i>GHGR Assessment Handbook p. 53</i></p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information/ Writing to Explain and Learn</p> <p>Essential Questions:</p>	<p>Week 1: Taking Notes on Fiction/ Outline</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B1.5 Reads with fluency and accuracy</p> <ul style="list-style-type: none"> • Reads aloud fluently and accurately with prosody (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (CI 1) • Recognizes various genres (historical fiction and realistic fiction) (CI 2) • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) • Identifies and uses literary elements of figurative language (CI 10) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Uses an organizational structure (CI 2) • Includes facts, details, quotations, statistics, or other information pertinent to the top (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 21 (Accent and doubling) TG p. 64</i></p> <p><i>GHGR Shared Reading TG p.269</i></p> <p><i>GHGR Shared Reading TG p. 270, 271, 274</i></p> <p><i>GHGR Shared Reading TG p. 270, 271</i></p> <p><i>GHGR Shared Reading TG p. 272, 274</i></p> <p><i>GHGR Shared Reading TG p. 269</i></p> <p><i>GHGR Writing TG p.116</i></p> <p><i>GHGR Writing TG p. 114, 115, 117</i></p> <p><i>GHGR Writing TG p. 114 SFSW p. T26</i></p> <p><i>GHGR Writing TG p.117</i></p>	<p><i>WTW Sort 21 TG p. 65 (Weekly Assessment)</i></p> <p><i>WTW Sort 21 TG p. 65 (Spell Check 5)</i></p> <p><i>Teacher Resource CD: Outlined Format</i></p> <p><i>Teacher Resource CD: Partner Response Sheet</i></p> <p><i>GHGR Shared Reading TG p. 276 (Wrap Up)</i></p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information/ Writing to Explain and Learn</p> <p>Essential Questions:</p>	<p>Week 2: Taking Notes on Nonfiction/ Learning Log</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge grade appropriate phonics, spelling patterns, structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understanding word meanings through structural analysis (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning form text (CI 1) • Recognizes various genres (nonfiction narrative) (CI 2) • Recognizes text structures (CI 6) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Uses an organizational structure (CI 2) • Includes facts, details, quotations, statistics, or other information pertinent to the top (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 22 (Prefixes pre-, fore- post- after-) TG p. 66</i></p> <p><i>WTW Sort 22 (Prefixes pre-, fore- post- after-) TG p. 66</i> <i>GHGR Shared Reading TG p. 279</i></p> <p><i>GHGR Shared Reading TG p. 284</i></p> <p><i>GHGR Shared Reading TG p. 279, 280</i></p> <p><i>GHGR Shared Reading TG p. 280, 282, 284</i></p> <p><i>GHGR Writing TG p. 121</i></p> <p><i>GHGR Writing TG p. 121</i></p> <p><i>GHGR Writing TG p. 152</i> <i>SFSW p. T28, T29</i></p> <p><i>GHGR Writing p. 121</i></p>	<p><i>WTW Sort 22 TG p.67</i> <i>(weekly assessment)</i></p> <p><i>GHGR Shared Reading TG p. 286 (Wrap Up)</i></p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information/ Writing to Explain and Learn</p> <p>Essential Questions:</p>	<p>Week 3: Self-Monitoring/ Double-Entry Journal</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge grade appropriate phonics, spelling patterns, structural analysis (CI 2) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Understanding word meanings through structural analysis (CI 3) • Determines the meaning of words using context clues (CI 4) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (visualizing, connections) (CI 1) • Recognizes various genres (nonfiction narrative) (CI 2) • Recognizes and interprets information using conventions of text (CI 4) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Includes facts, details, quotations, statistics, or other information pertinent to the top (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 23 (Greek and Latin prefixes inter- sub- over-) TG p. 68</i></p> <p><i>WTW Sort 23 (Greek and Latin prefixes inter- sub- over-) TG p. 68</i></p> <p><i>GHGR Shared Reading TG p. 290, 292, 294</i></p> <p><i>GHGR Shared Reading TG p. 289, 290</i></p> <p><i>GHGR Shared Reading TG p. 289</i></p> <p><i>GHGR Writing TG p. 123, 124</i></p> <p><i>GHGR Writing TG p. 122</i> <i>SFSW p. T30, T39</i> <i>GHGR Writing TG p. 125</i></p>	<p><i>WTW Sort 23 TG p. 69 (Weekly Assessment)</i></p> <p><i>Teacher Resource CD: Double Entry Journal Graphic Organizer</i></p> <p><i>Teacher Resource Writing CD: Evaluation Checklist</i> <i>Writing to Explain</i></p> <p><i>GHGR Shared Reading TG p. 296 (Wrap Up)</i></p>	

Fifth Grade Quarter 4

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information</p> <p>Essential Questions:</p>	<p>Week 4: Visualizing</p>	<p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge grade appropriate phonics, spelling patterns, structural analysis (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (visualizes) (CI 1) • Recognizes various genres (nonfiction narrative) (CI 2) • Recognizes text structures (problem and solution) (CI 6) 	<p><i>WTW Sort 24 TG p. 70 (Greek and Latin elements micro-, mega-, super-, hyper-) TG p. 70</i></p> <p><i>GHGR Shared Reading TG p. 300, 302, 304</i></p> <p><i>GHGR Shared Reading TG p. 300, 301</i></p> <p><i>GHGR Shared Reading TG p. 299</i></p> <p>Writing (catch up week)</p>	<p><i>WTW Sort 24 TG p. 71 (Weekly Assessment)</i></p> <p><i>WTW Sort 24 TG p.71 (Spell Check 6)</i></p> <p><i>GHGR Shared Reading TG p. 306 (Wrap Up)</i></p> <p><i>GHGR Assessment Handbook p.54: Checklist of Good Habits</i></p> <p>Writing Prompt and Rubric</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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<p>Unit 7 Title: Great Readers Think Critically About Books/ Persuasive Writing</p> <p>Essential Questions:</p>	<p>Week 1 : Questioning the Commonplace in a Text/ Persuasive Essay</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B 1.4 Understand grade-level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (CI 3) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) • Recognizes text structures (CI 6) <p>B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change</p> <ul style="list-style-type: none"> • Introduces the topic and includes details using multiple resources (CI 1) • Includes an opinion statement with rationales (CI 2) • Organizes details by order of importance (CI 3) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 25 TG p. 72: Greek Word Roots (graph, meter, phon, photo, tele)</i></p> <p><i>WTW Sort 25 TG p. 72: Greek Word Roots (graph, meter, phon, photo, tele)</i></p> <p><i>GHGR Shared Reading TG p. 316-317, 318-319,320-321</i></p> <p><i>GHGR Shared Reading TG p. 315</i></p> <p><i>GHGR Writing TG p. 130-132 Teacher Resource CD: Persuasive Essay GO</i></p> <p><i>GHGR Writing TG p. 133</i></p> <p><i>GHGR Writing TG p. 153 SFSW TG p. T31, T42</i></p>	<p>WTW Sort 25 TG p. 73 (Weekly Assessment)</p> <p><i>GHGR Shared Reading Wrap Up TG p. 322</i></p> <p>Writing Prompt and Rubric</p>	

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<p>Unit 7 Title: Great Readers Think Critically About Books/ Persuasive Writing</p> <p>Essential Questions:</p>	<p>Week 2: Considering the Role of the Author/Persuasive Essay</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> ▪ Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B 1.4 Understands grade level vocabulary</p> <ul style="list-style-type: none"> • Understands word meanings through structural analysis (prefixes) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes and interprets information using conventions of text (CI 4) • Identifies and uses literary elements of figurative language (CI 10) • Recognizes various genres (historical fiction) (CI 2) • Applies comprehension strategies to gain meaning from text (CI 1) • Identify the author’s purpose or aim (CI 9) • Recognizes elements of fictional text and retells using character, setting, plot, problem, and theme (CI 3) <p>B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change</p> <ul style="list-style-type: none"> • Introduces the topic and includes details using multiple resources (CI 1) • Includes an opinion statement with rationales (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses varying sentence patterns and lengths that adhere to the syntax of oral language (CI 1) • Uses capitalization, punctuation, and correct grammar (CI 3) • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 26 TG p. 74: Latin Word Roots (spect, port)</i></p> <p><i>WTW Sort 26 TG p. 74: Latin Word Roots (spect, port)</i></p> <p><i>GHGR Shared Reading TG p. 325</i></p> <p><i>GHGR Shared Reading TG p. 325</i></p> <p><i>GHGR Shared Reading TG p. 326-327</i></p> <p><i>GHGR Shared Reading TG p. 328-329</i></p> <p><i>GHGR Shared Reading TG p. 330-331</i></p> <p><i>GHGR Shared Writing TG p. 135-136</i></p> <p><i>GHGR Writing p. 136</i></p> <p><i>GHGR Writing p. 134, 135, SFSW p. T 32</i></p> <p><i>GHGR Writing p. 134, 137</i></p>	<p>WTW Sort 26 TG p. 75 (Weekly Assessment)</p> <p><i>GHGR Shared Reading Wrap Up TG p. 322</i></p> <p>Writing Prompt and Rubric</p>	

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<p>Unit 7 Title: Great Readers Think Critically About Books/ Persuasive Writing</p> <p>Essential Questions:</p>	<p>Week 3: Seeking Alternative Perspectives/ Nonfiction Book Review</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> ▪ Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B 1.4 Understands grade level vocabulary</p> <ul style="list-style-type: none"> • Understands word meaning through structural analysis (roots) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (ask questions and makes inferences) (CI 1) • Recognizes and interprets information using conventions of text (CI 4) • Recognizes elements of fictional text and retells using characters, setting, plot, problem, and theme (CI 3) • Recognizes various genre (historical and realistic fiction) (CI 2) • Identifies the author’s purpose or aim (CI 9) <p>B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change</p> <ul style="list-style-type: none"> • Introduces the topic and includes details using multiple resources (CI 1) • Includes an opinion statement with rationales (CI 2) • Provides closure by restating the opinion and creating a call to action (CI 4) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) 	<p><i>WTW Sort 27 TG p. 76: Latin Word Roots (Dic, aud)</i></p> <p><i>WTW Sort 27 TG p. 76: Latin Word Roots (Dic, aud)</i></p> <p><i>GHGR Shared Reading TG p. 335</i></p> <p><i>GHGR Shared Reading TG p. 336-337</i></p> <p><i>GHGR Shared Reading TG p. 338-339</i></p> <p><i>GHGR Shared Reading TG p. 340-41 GHGR Writing p. 140</i></p> <p><i>GHGR Writing TG p. 138, 139, 140 Teacher Resource CD: Organize Your Ideas GO</i></p> <p><i>GHGR Writing TG p. 141</i></p> <p><i>GHGR Writing TG p. 153, SFSW p. T33, T43</i></p>	<p><i>WTW Sort 27 TG p. 77 (Weekly Assessment)</i></p> <p><i>CD: Evaluation Checklist, Persuasive Essay Rubric</i></p> <p>Writing Prompt and Rubric</p>	

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<p>Unit 7 Title: Great Readers Think Critically About Books/ Persuasive Writing</p> <p>Essential Questions:</p>	<p>Week 4: Reading Critically/ Nonfiction Book Review</p>	<p>B 1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> ▪ Recognizes and decodes new words using knowledge of grade appropriate phonics, spelling patterns, and structural analysis (CI 2) <p>B 1.4 Understands grade level vocabulary</p> <ul style="list-style-type: none"> • Understands word meaning through structural analysis (roots) (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Recognizes text structures (CI 6) • Applies comprehension strategies to gain meaning from text (ask questions) (CI 1) • Identifies the author’s purpose or aim (CI 9) • Provides evidence from the text when making or adjusting predictions (CI 7) • Recognizes various genre(CI 2) (Non-fiction informational) <p>B2.5 Recognizes, plans, and creates oral, written, and visual communication that INFLUENCES THE AUDIENCE to take some action or intends to bring about change</p> <ul style="list-style-type: none"> • Introduces the topic and includes details using multiple resources (CI 1) • Includes an opinion statement with rationales (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses capitalization, punctuation, and correct grammar (CI 3) • Uses editing and revising skills (CI 5) 	<p><i>WTW Sort 28 TG p. 78: Latin Word Roots (rupt, tract, mot)</i></p> <p><i>WTW Sort 28 TG p. 78: Latin Word Roots (rupt, tract, mot)</i></p> <p><i>GHGR Shared Reading TG p. 345</i></p> <p><i>GHGR Shared Reading TG p. 345, 348-349, 350-351</i></p> <p><i>GHGR Shared Reading TG p. 346-347</i> <i>GHGR Shared Reading TG p. 348-349</i></p> <p><i>GHGR Writing p. 142</i></p> <p><i>GHGR Writing TG p. 153</i> <i>SFSW p. T34</i> <i>Teacher Resource CD: Editing Checklist, List of Proofreading Marks</i> <i>GHGR Writing TG p. 143, 144</i></p>	<p><i>WTW TG. p. 79</i> <i>Weekly Assessment</i></p> <p><i>GHGR Shared Reading TG p. 92-93 (Wrap Up)</i></p> <p><i>GHGR Writing TG p. 43</i> <i>Quick Write</i> <i>Write to Learn</i></p> <p><i>Writing Prompt and Rubric</i></p>	

