## Grade 5

<table>
<thead>
<tr>
<th>Unit/Week</th>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>

### Unit 1: Eureka! I've Got It! The Big Idea: Where can an idea begin?

#### Week 1

**Weekly Concept:**
Meeting a Need  
**Essential Question:**
How do we get the things we need?

| Sequence Words | Short Text: A Fresh Idea  
Genre: Realistic Fiction  
Skill: Character, Setting, Plot, Sequence  
ACT: Connection of Ideas  
Lexile: 540  
TextEvaluator: 24 | stand allowance earned | **Main Selection:** Parker's Plan  
Genre: Realistic Fiction  
Skill: Character, Setting, Plot, Sequence  
ACT: Connection of Ideas  
Lexile: 560  
TextEvaluator: 17 | account, employee, expensive, interest, organized, promised, reminded, transfer | **IWT:** Connection of Ideas  
Genre: Vocabulary  
Lexile: 500  
TextEvaluator: 27 | Inform/Explain Illustrations | Expression and Accuracy |

| Contract (with not) | Short Text: Whitewater Adventure  
Genre: Realistic Fiction, Adventure  
Skill: Character, Setting, Plot: Problem and Solution  
ACT: Organization  
Lexile: 520  
TextEvaluator: 31 | route halt admit | **Main Selection:** Dog Gone  
Genre: Realistic Fiction  
Skill: Character, Setting, Plot: Problem and Solution  
ACT: Organization  
Lexile: 550  
TextEvaluator: 27 | anchored, borrowed, desperately, reassured, rescue, scrambled, vanished | **IWT:** Organization  
Genre: Sentence Structure  
Lexile: 480  
TextEvaluator: 27 | Opinion Genre | Intonation |

#### Week 2

**Weekly Concept:**
Try and Error  
**Essential Question:**
What can lead us to rethink an idea?

| Prepositions | Short Text: A Life in the Woods  
Genre: Narrative Nonfiction  
Skill: Text Structure: Cause and Effect  
ACT: Sentence Structure  
Lexile: 530  
TextEvaluator: 22 | stared habits awe | **Main Selection:** Save This Space!  
Genre: Narrative Nonfiction  
Skill: Text Structure: Cause and Effect  
ACT: Sentence Structure  
Lexile: 490  
TextEvaluator: 23 | balance, damage, dangerous, decided, destroying, encouraged, environment, waste | **IWT:** Sentence Structure  
Genre: Vocabulary  
Lexile: 480  
TextEvaluator: 27 | Inform/Explain Illustrations | Expression and Phrasing |
## Grade 5

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<th>Fluency</th>
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### Unit 1: Eureka! I've Got It!
The Big Idea: Where can an idea begin?

#### Week 4
- **Weekly Concept:** Inventions
- **Essential Question:** How does technology lead to creative ideas?

<table>
<thead>
<tr>
<th>Linking Words</th>
<th>Short Text: Fantasy Becomes Fact</th>
<th>Main Selection: Snapshot! The Story of George Eastman</th>
<th>expensive, images, instant, mixtures, modern, successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakthrough, captivated, claimed, devices, enthusiastically, envisioned, passionate, patents</td>
<td>Genre: Biography</td>
<td>Genre: Realistic Fiction</td>
<td></td>
</tr>
<tr>
<td>Skill: Text Structure: Sequence</td>
<td>ACT: Connection of Ideas</td>
<td>Lexile: 530</td>
<td></td>
</tr>
<tr>
<td>developed exist common</td>
<td>ACT: Connection of Ideas</td>
<td>TextEvaluator: 35</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 5
- **Weekly Concept:** New Technology
- **Essential Question:** What are the positive and negative effects of new technology?

<table>
<thead>
<tr>
<th>Suffix -er</th>
<th>Short Text: Are Electronic Devices Good for Us?</th>
<th>Main Selection: What About Robots?</th>
</tr>
</thead>
<tbody>
<tr>
<td>access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</td>
<td>Genre: Persuasive Article</td>
<td>Genre: Expository Text</td>
</tr>
<tr>
<td>Skill: Author's Point of View</td>
<td>Skill: Author's Point of View</td>
<td></td>
</tr>
<tr>
<td>ACT: Connection of Ideas</td>
<td>ACT: Connection of Ideas</td>
<td></td>
</tr>
<tr>
<td>Lexile: 640</td>
<td>Lexile: 600</td>
<td></td>
</tr>
<tr>
<td>TextEvaluator: 35</td>
<td>TextEvaluator: 29</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 6
- **Unit 1 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

  - **Phonics/Spelling:** Short Vowels; Long Vowels; Words with /u/, /ů/, and /ü/; r-controlled Vowels /ar/; /ir/; /õr/; r-controlled Vowel /ã/
# Unit 2: Taking the Next Step

## The Big Idea: What does it take to put a plan into action?

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Weekly Concept: Reaching a Compromise</th>
<th>Essential Question: What do good problem solvers do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Committee, convention, debate, proposal, representatives, resolve, situation, union</td>
<td>Prepositions</td>
</tr>
<tr>
<td></td>
<td>Short Text: Creating a Nation Genre: Expository Text Skill: Text Structure: Problem and Solution ACT: Connection of Ideas Lexile: 520 TextEvaluator: 30</td>
<td>protests banned approved</td>
</tr>
<tr>
<td></td>
<td>IWT: Connection of Ideas Genre Vocabulary LR: Connection of Ideas Genre Sentence Structure Vocabulary</td>
<td>Inform/Explain Text Structure Rate and Accuracy</td>
</tr>
<tr>
<td></td>
<td>Prepositions</td>
<td>Sentence Structure Vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Weekly Concept: Seeking the Answer</th>
<th>Essential Question: What can you do to get the information you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure</td>
<td>Time and Sequence Words</td>
</tr>
<tr>
<td></td>
<td>IWT: Sentence Structure Prior Knowledge Genre Vocabulary LR: Sentence Structure Connection of Ideas Genre Vocabulary</td>
<td>Inform/Explain Illustrations Expression and Accuracy</td>
</tr>
<tr>
<td></td>
<td>Contractions (with verbs)</td>
<td>Contractions (with verbs)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Weekly Concept: Investigations</th>
<th>Essential Question: How do we investigate questions about nature?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Behaviors, disappearance, energetic, flurry, migrate, observation, theory, transformed</td>
<td>Contractions (with verbs)</td>
</tr>
<tr>
<td></td>
<td>IWT: Purpose Connection of Ideas Genre Vocabulary LR: Purpose Genre Connection of Ideas Genre Vocabulary</td>
<td>Opinion Text Structure Expression and Phrasing</td>
</tr>
</tbody>
</table>
### Unit 2: Taking the Next Step

#### The Big Idea: What does it take to put a plan into action?

##### Week 4

**Weekly Concept:** A Plan of Action

**Essential Question:** When has a plan helped you accomplish a task?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</td>
<td>Homographs</td>
<td>impossible journey announced</td>
<td>Main Selection: The Lion's Whiskers Genre: Folktale Skill: Theme ACT: Organization Lexile: 590 TextEvaluator: 22</td>
<td>determined, fled, goal, hardworking, loneliness, patience, snarled</td>
<td>IWT: Organization Genre Vocabulary LR: Organization Genre Sentence Structure Connection of Ideas Vocabulary</td>
<td>Inform/ Explain Theme</td>
<td>Rate</td>
<td></td>
</tr>
</tbody>
</table>

**Main Selection:** The Lion's Whiskers
**Genre:** Folktale
**Skill:** Theme
**ACT:** Organization

**Paired Selection:** From Fiber to Fashion
**Genre:** Expository Text
**Lexile:** 590
**TextEvaluator:** 16

*Lexile: 590 TextEvaluator: 22*

##### Week 5

**Weekly Concept:** Making It Happen

**Essential Question:** What motivates you to accomplish a goal?

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ambitious, memorized, satisfaction, shuddered</td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Main Selection:** Clearing the Jungle
**Genre:** Realistic Fiction
**Skill:** Theme
**ACT:** Genre

**Paired Selection:** Just for Once
**Genre:** Poetry
**Lexile:** 500
**TextEvaluator:** 20

*Lexile: 590 TextEvaluator: 22*

#### Week 6

**“Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

**Phonics/Spelling:** Variant Vowel /ô/; Diphthongs /oi/, /ou/; Plurals; Inflectional Endings; Contractions; Closed Syllables
### Unit 3: Getting from Here to There
The Big Idea: What kinds of experiences can lead to new discoveries?

#### Week 1
**Weekly Concept:** Cultural Exchange
**Essential Question:** What can learning about different cultures teach us?

- **Vocabulary Words:** appreciation, blurted, complimenting, congratulating, contradicted, critical, cultural, misunderstanding
- **Interactive Worktext:** Shared Read
- **IWT:** Expand Vocabulary Words
- **Apprentice Leveled Reader (LR):** Interactive Worktext
- **Apprentice LR: Expand Vocabulary Words**
- **Access Complex Text (ACT):** Expand Vocabulary Words
- **Write About Reading:** Write About Reading
- **Fluency:** Expand Vocabulary Words

Short Text: A Reluctant Traveler
- **Genre:** Realistic Fiction
- **Skill:** Theme
- **ACT:** Sentence Structure
- **Lexile:** 610 TextEvaluator: 29

- **Main Selection:** All the Way from Europe
  - **Genre:** Realistic Fiction
  - **Skill:** Theme
  - **ACT:** Sentence Structure
  - **Lexile:** 600 TextEvaluator: 29

- **Main Selection:** Over the Top
  - **Genre:** Fantasy
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** 620 TextEvaluator: 33

- **Main Selection:** Survival and Change
  - **Genre:** Fantasy
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** 560 TextEvaluator: 29

Contracted (with not)
- **appreciation**, **blurted**, **complimenting**, **congratulate**, **contradicted**, **critical**, **cultural**, **misunderstanding**

- **chance**, **mood**, **unusual**

- **commented**, **communication**, **compared**, **delicious**, **glum**, **interrupted**, **relieved**, **research (n.)**

#### Week 2
**Weekly Concept:** Being Resourceful
**Essential Question:** How can learning about nature be useful?

- **Vocabulary Words:** civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors
- **Homophones**

- **contraction**
- **confused**, **gigantic**, **normal**

- **barrier**, **commanded**, **miniature**, **pleaded**, **scurried**, **separate**, **trembling**, **ventured**

- **Main Selection:** Over the Top
  - **Genre:** Fantasy
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** 620 TextEvaluator: 33

- **Paired Selection:** Rain-Forest Treasures
  - **Genre:** Expository Text
  - **Lexile:** 560 TextEvaluator: 29

- **Short Text:** Survival and Change
  - **Genre:** Fantasy
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** 620 TextEvaluator: 33

Prepositions
- **contact**, **erode**, **formation**, **moisture**, **particles**, **repetition**, **structure**, **visible**

- **Textures**, **material**, **process**

- **conditions**, **denser**, **experience**, **fierce**, **occur**, **predictable**, **weird**

#### Week 3
**Weekly Concept:** Patterns
**Essential Question:** Where can you find patterns in nature?

- **Vocabulary Words:** contact, erode, formation, moisture, particles, repetition, structure, visible
- **Interactive Worktext:** Shared Read
- **IWT:** Expand Vocabulary Words
- **Apprentice Leveled Reader (LR):** Interactive Worktext
- **Apprentice LR: Expand Vocabulary Words**
- **Access Complex Text (ACT):** Expand Vocabulary Words
- **Write About Reading:** Write About Reading
- **Fluency:** Expand Vocabulary Words

Short Text: Patterns of Change
- **Genre:** Expository Text
- **Skill:** Main Ideas and Key Details
- **ACT:** Organization
- **Lexile:** 690 TextEvaluator: 16

- **Main Selection:** Weather Patterns
  - **Genre:** Expository Text
  - **Skill:** Main Ideas and Key Details
  - **ACT:** Organization
  - **Lexile:** 660 TextEvaluator: 19

- **Main Selection:** Over the Top
  - **Genre:** Fantasy
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** 620 TextEvaluator: 33

- **Paired Selection:** Cloud Atlas
  - **Genre:** Expository Text
  - **Lexile:** 560 TextEvaluator: 29

- **Main Selection:** Over the Top
  - **Genre:** Fantasy
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** 620 TextEvaluator: 33

- **Main Selection:** Weather Patterns
  - **Genre:** Expository Text
  - **Skill:** Main Ideas and Key Details
  - **ACT:** Organization
  - **Lexile:** 660 TextEvaluator: 19

Prepositions
- **contact**, **erode**, **formation**, **moisture**, **particles**, **repetition**, **structure**, **visible**

- **Textures**, **material**, **process**

- **conditions**, **denser**, **experience**, **fierce**, **occur**, **predictable**, **weird**

- **Main Selection:** Weather Patterns
  - **Genre:** Expository Text
  - **Skill:** Main Ideas and Key Details
  - **ACT:** Organization
  - **Lexile:** 660 TextEvaluator: 19
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<tr>
<td><strong>Unit 3: Getting from Here to There</strong>&lt;br&gt;The Big Idea: What kinds of experiences can lead to new discoveries?</td>
<td>artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</td>
<td>Possessives (plural)</td>
<td>Short Text: Gulf Spill Superheroes&lt;br&gt;Genre: Expository Text&lt;br&gt;Skill: Main Idea and Key Details&lt;br&gt;ACT: Connection of Ideas&lt;br&gt;Lexile: 690&lt;br&gt;TextEvaluator: 35</td>
<td>disaster experts tracked mission</td>
<td>Main Selection: The Power of a Team&lt;br&gt;Genre: Expository Text&lt;br&gt;Skill: Main Idea and Key Details&lt;br&gt;ACT: Connection of Ideas&lt;br&gt;Lexile: 690&lt;br&gt;TextEvaluator: 35</td>
<td>analyzing, automatically, injury, progress, results, rove, signals, substance</td>
<td>IWT: Connection of Ideas&lt;br&gt;Prior Knowledge Vocabulary&lt;br&gt;Rate: Inform/Explain Main Idea and Key Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;<strong>Weekly Concept:</strong> Teamwork</td>
<td>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</td>
<td>Indefinite pronouns</td>
<td>Short Text: What Was the Purpose of the Inca’s Strange Strings?&lt;br&gt;Genre: Persuasive Article&lt;br&gt;Skill: Author’s Point of View&lt;br&gt;ACT: Sentence Structure&lt;br&gt;Lexile: 740&lt;br&gt;TextEvaluator: 35</td>
<td>represent value symbols</td>
<td>Main Selection: The Ancestral Puebloans&lt;br&gt;Genre: Expository Text&lt;br&gt;Skill: Author’s Point of View&lt;br&gt;ACT: Sentence Structure&lt;br&gt;Lexile: 760&lt;br&gt;TextEvaluator: 34</td>
<td>abandoned, descendants, dwellings, identify, merged, original, socialized, traditional</td>
<td>IWT: Sentence Structure&lt;br&gt;Organization Genre Vocabulary&lt;br&gt;Opinion Point of View&lt;br&gt;Expression and Phrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;<strong>Weekly Concept:</strong> Into the Past</td>
<td>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</td>
<td>Indefinite pronouns</td>
<td>Short Text: What Was the Purpose of the Inca’s Strange Strings?&lt;br&gt;Genre: Persuasive Article&lt;br&gt;Skill: Author’s Point of View&lt;br&gt;ACT: Sentence Structure&lt;br&gt;Lexile: 740&lt;br&gt;TextEvaluator: 35</td>
<td>represent value symbols</td>
<td>Main Selection: The Ancestral Puebloans&lt;br&gt;Genre: Expository Text&lt;br&gt;Skill: Author’s Point of View&lt;br&gt;ACT: Sentence Structure&lt;br&gt;Lexile: 760&lt;br&gt;TextEvaluator: 34</td>
<td>abandoned, descendants, dwellings, identify, merged, original, socialized, traditional</td>
<td>IWT: Sentence Structure&lt;br&gt;Organization Genre Vocabulary&lt;br&gt;Opinion Point of View&lt;br&gt;Expression and Phrasing</td>
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<td><strong>Week 6</strong>&lt;br&gt;<strong>Unit 3 “Time to Exit” Benchmark Foundational Skills:</strong> Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following: &lt;br&gt;<strong>Phonics/Spelling:</strong> Open Syllables; Open Syllables (V/1); Vowel Team Syllables; Consonant + e Syllables; r-controlled Vowel Syllables</td>
<td></td>
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</tbody>
</table>
### Unit 4: It's Up to You
The Big Idea: How do we decide what's important?

#### Week 1
**Weekly Concept:** Sharing Stories
**Essential Question:** What kinds of stories do we tell? Why do we tell them?

<table>
<thead>
<tr>
<th>Commenced</th>
<th>Deeds</th>
<th>Exaggeration</th>
<th>Heroic</th>
<th>Impress</th>
<th>Posed</th>
<th>Sauntered</th>
<th>Wring</th>
</tr>
</thead>
</table>

**Suffix -ly**

<table>
<thead>
<tr>
<th>Powerful</th>
<th>Ascended</th>
<th>Warnings</th>
</tr>
</thead>
</table>

**Short Text:** How Mighty Kate Stopped the Train
**Genre:** Tall Tale
**Skill:** Point of View
**Lexile:** 710
**TextEvaluator:** 34

**Main Selection:** Paul Bunyan
**Genre:** Tall Tale
**Skill:** Point of View
**ACT:** Connection of Ideas

**Paired Selection:** One Grain of Rice
**Genre:** Legend
**Lexile:** 680
**TextEvaluator:** 16

**Curious | Enormous | Extremely | Faithful | Frontier | Gusts | Requirement | Thaw |
|-----------|----------|-----------|----------|---------|-------|-------------|------|

**IWT:** Genre
**LR:** Genre

#### Week 2
**Weekly Concept:** Discoveries
**Essential Question:** What can you discover when you give things a second look?

<table>
<thead>
<tr>
<th>Astounded</th>
<th>Concealed</th>
<th>Inquisitive</th>
<th>Interpret</th>
<th>Perplexed</th>
<th>Precise</th>
<th>Reconsider</th>
<th>Suspicious</th>
</tr>
</thead>
</table>

**Words that Compare**

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Escaped</th>
<th>Beloved</th>
</tr>
</thead>
</table>

**Short Text:** Where's Brownie? (drama)
**Genre:** Drama: (Mystery Play)
**Skill:** Point of View
**Lexile:** N/A
**TextEvaluator:** N/A

**Main Selection:** The Mysterious Teacher
**Genre:** Drama
**Skill:** Point of View

**Paired Selection:** The Case of the Missing Nectarine
**Genre:** Realistic Fiction
**Lexile:** N/A
**TextEvaluator:** N/A

**Allowed | Attention | Concerned | Confusion | Flustered | Identity | Reasonable | Stubborn |
|----------|----------|----------|----------|----------|----------|------------|----------|

**IWT:** Organization Purpose
**LR:** Organization

#### Week 3
**Weekly Concept:** Take Action
**Essential Question:** What can people do to bring about a positive change?

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Defy</th>
<th>Entitled</th>
<th>Neutral</th>
<th>Outspoken</th>
<th>Reserved</th>
<th>Sought</th>
<th>Unequal</th>
</tr>
</thead>
</table>

**Short Text:** Frederick Douglass: Freedom's Voice
**Genre:** Biography
**Skill:** Author's Point of View
**Lexile:** 700
**TextEvaluator:** 33

**Main Selection:** Jane Addams: A Woman of Action
**Genre:** Biography
**Skill:** Author's Point of View

**Paired Selection:** Gus Garcia Takes on Texas
**Genre:** Expository Text
**Lexile:** 630
**TextEvaluator:** 24

**Courageous | Criticized | Devastated | Opportunities | Recognition | Refused | Tolerant |
|-------------|-----------|------------|---------------|-------------|---------|---------|

**IWT:** Sentence Structure
**LR:** Sentence Structure Organization

**Inform/Explain:** Author's Point of View

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**Grade 5**
## Unit 4: It’s Up to You
### The Big Idea: How do we decide what’s important?

#### Week 4
**Weekly Concept:** Consider Our Resources
**Essential Question:** Why are natural resources valuable?
- **Vocabulary Words:** absorb, affect, circulates, conserve, cycle, glaciers, necessity, seeps
- **Interactive Worktext:** Shared Read
  - **IWT: Expand Vocabulary Words**
  - **Apprentice Leveled Reader (LR):** Expand Vocabulary Words
  - **Apprentice LR: Expand Vocabulary Words**
- **Short Text:** Power from Nature
  - **Genre:** Expository Text
  - **Skill:** Author’s Point of View
  - **Lexile:** 710
  - **TextEvaluator:** 35
- **Main Selection:** The Delta
  - **Genre:** Expository Text
  - **Skill:** Author’s Point of View
  - **Lexile:** 690
  - **TextEvaluator:** 22
- **Paired Selection:** Get Rich with Compost
  - **Genre:** Expository Text
  - **Lexile:** 690
  - **TextEvaluator:** 22

#### Week 5
**Weekly Concept:** Express Yourself
**Essential Question:** How do you express that something is important to you?
- **Vocabulary Words:** barren, expression, meaningful, plumes
  - **Poetry Words:** lyric, alliteration, meter, stanza
- **Short Text:** How Do I Hold the Summer?, Catching a Fly, When I Dance
  - **Genre:** Lyric and Free Verse Poetry
  - **Skill:** Theme
  - **Literary Elements:** stanza, meter, metaphor, alliteration
  - **Lexile:** N/A
  - **TextEvaluator:** N/A
- **Main Selection:** Tell Me the Old, Old Stories
  - **Genre:** Realistic Fiction
  - **Skill:** Theme
  - **Paired Selection:** Family Ties
  - **Genre:** Poetry
  - **Lexile:** 590
  - **TextEvaluator:** 29
- **Paired Selection:** Family Ties
  - **Genre:** Poetry
  - **Lexile:** 590
  - **TextEvaluator:** 29

#### Week 6
**Unit 4 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:
- **Phonics/Spelling:** Words with Final /l/ and /n/; Prefixes; Homographs; Words with /ch/ and /zh/; Suffixes -ance and -ence

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**Grade 5**

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<tr>
<th>Unit/Week</th>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
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**RD16M09782**

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**70x576**

**Interactive Worktext: Shared Read**

**IWT: Expand Vocabulary Words**

**Apprentice Leveled Reader (LR)**

**Apprentice LR: Expand Vocabulary Words**

**Access Complex Text (ACT)**

**Write About Reading**

**RD16M09782**
# Grade 5

## Unit 5: New Perspectives
### The Big Idea: In what ways can things change?

### Week 1
#### Weekly Concept:
New Perspectives

**Essential Question:** What experiences can change the way you see yourself and the world around you?

<table>
<thead>
<tr>
<th>Indefinite Pronouns</th>
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<tbody>
<tr>
<td>disdain, focused, genius, perspective, prospect, stunned, superb, transition</td>
</tr>
</tbody>
</table>

**Short Text:** Miguel in the Middle

- **Genre:** Realistic Fiction
- **Skill:** Character, Setting, Plot, Compare and Contrast Settings
- **Lexile:** 800
- **TextEvaluator:** 43

**Main Selection:** King of the Board

- **Genre:** Realistic Fiction
- **Skill:** Character, Setting, Plot, Compare and Contrast Settings
- **Paired Selection:** All on Her Own
- **Genre:** Realistic Fiction
- **Lexile:** 650
- **TextEvaluator:** 38

**IWT:** Organization Vocabulary

**LR:** Organization Vocabulary

**Opinion:** Setting

**Expression:**

### Week 2
#### Weekly Concept:
Better Together

**Essential Question:** How do shared experiences help people adapt to change?

<table>
<thead>
<tr>
<th>Compound Words</th>
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<tbody>
<tr>
<td>assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakening</td>
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</tbody>
</table>

**Short Text:** The Day the Rollets Got Their Moxie Back

- **Genre:** Historical Fiction
- **Skill:** Character, Setting, Plot, Compare and Contrast Characters
- **Lexile:** 820
- **TextEvaluator:** 40

**Main Selection:** The Picture Palace

- **Genre:** Historical Fiction
- **Skill:** Character, Setting, Plot, Compare and Contrast Characters
- **Paired Selection:** The Golden Age of Hollywood
- **Genre:** Expository Text
- **Lexile:** 645
- **TextEvaluator:** 31

**IWT:** Genre Vocabulary

**LR:** Genre Prior Knowledge Vocabulary

**Inform/Explain:** Setting

**Expression and Phrasing**

### Week 3
#### Weekly Concept:
Our Changing Earth

**Essential Question:** What changes in the environment affect living things?

<table>
<thead>
<tr>
<th>Suffixes -er, -est</th>
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<tbody>
<tr>
<td>atmosphere, decays, gradual, impact, noticeably, receding, stability, variations</td>
</tr>
</tbody>
</table>

**Short Text:** Forests on Fire

- **Genre:** Expository Text
- **Skill:** Text Structure: Compare and Contrast
- **Lexile:** 850
- **TextEvaluator:** 36

**Main Selection:** Ocean Threats

- **Genre:** Expository Text
- **Skill:** Compare and Contrast
- **Paired Selection:** Floating Trash
- **Genre:** Expository Text
- **Lexile:** 750
- **TextEvaluator:** 28

**IWT:** Purpose Vocabulary

**LR:** Purpose Sentence Structure Genre

**Inform/Explain:** Compare and Contrast

**Rate**
### Grade 5

**Unit 5: New Perspectives**

**The Big Idea:** In what ways can things change?

#### Week 4
**Weekly Concept:** Now We Know

**Essential Question:** How can scientific knowledge change over time?

- **Words:** approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres

**Cause and Effect Signal Words**

**Short Text:** Changing Views of Earth
- **Genre:** Expository Text
- **Skill:** Text Structure: Cause and Effect
- **Lexile:** 770
- **TextEvaluator:** 42

**Main Selection:** Mars
- **Genre:** Expository Text
- **Skill:** Text Structure: Cause and Effect

**Paired Selection:** Zach the Martian
- **Genre:** Science Fiction
- **Lexile:** 680
- **TextEvaluator:** 24

**Vision:** transported, gathered

**Communicate:** contained, discovered, explore, information, perfect

**IWT:** Connection of Ideas

**LR:** Connection of Ideas

**Genre Vocabulary**

**Inform/Explain:** Cause and Effect

**Accuracy**

#### Week 5
**Weekly Concept:** Scientific Viewpoints

**Essential Question:** How do natural events and human activities affect the environment?

- **Words:** agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread

**Suffix -ful**

**Short Text:** Should Plants and Animals from Other Places Live Here?
- **Genre:** Persuasive Article
- **Skill:** Author's Point of View
- **Lexile:** 800
- **TextEvaluator:** 48

**Population:** threatening

**Boundary:** difference, entire, exchange, grazed, regarded, roamed

**IWT:** Purpose

**LR:** Purpose

**Vocabulary**

**Inform/Explain:** Connection of Ideas

**Organization**

**Rate and Expression and Phrasing**

#### Week 6

**“Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

**Phonics/Spelling:** Suffixes; Homophones; Prefixes; Suffixes -less and -ness; Suffix -ion
## Grade 5

### Unit: Linked In
The Big Idea: How are we all connected?

#### Week 1
**Weekly Concept:** Joining Forces  
**Essential Question:** How do different groups contribute to a cause?

- **Short Text:** Shipped Out  
  **Genre:** Historical Fiction  
  **Lexile:** 730  
  **TextEvaluator:** 42

- **Main Selection:** Mrs. Gleeson’s Records  
  **Genre:** Historical Fiction  
  **Lexile:** 660  
  **TextEvaluator:** 29

- **Short Text:** The Bully  
  **Genre:** Realistic Fiction  
  **Lexile:** 760  
  **TextEvaluator:** 28

- **Main Selection:** Winning Friends  
  **Genre:** Realistic Fiction  
  **Lexile:** 650  
  **TextEvaluator:** 33

#### Week 2
**Weekly Concept:** Getting Along  
**Essential Question:** What actions can we take to get along with others?

- **Prefix un-**

- **Short Text:** Mysterious Oceans  
  **Genre:** Expository Text  
  **Lexile:** 920  
  **TextEvaluator:** 40

- **Main Selection:** Cave Creatures  
  **Genre:** Expository Text  
  **Lexile:** 910  
  **TextEvaluator:** 33

#### Week 3
**Weekly Concept:** Adaptations  
**Essential Question:** How are living things adapted to their environment?

- **Suffixes -ion and -ation**

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<td><strong>Essential Question:</strong> What impact do our actions have on our world?</td>
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<td><strong>Vocabulary Words:</strong> export, glistening, influence, landscape, native, plantations, restore, urged</td>
<td><strong>Suffix:</strong> -ment</td>
<td><strong>Short Text:</strong> Words to Save the World: The Work of Rachel Carson</td>
<td><strong>Genre:</strong> Biography</td>
<td><strong>Skill:</strong> Text Structure: Problem and Solution</td>
<td><strong>ACT:</strong> Organization</td>
<td><strong>Lexile:</strong> 870</td>
<td><strong>TextEvaluator:</strong> 46</td>
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<td><strong>Main Selection:</strong> Marjory Stoneman Douglas: Guardian of the Everglades</td>
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<td><strong>Genre:</strong> Biography</td>
<td><strong>Skill:</strong> Text Structure: Problem and Solution</td>
<td><strong>Paired Selection:</strong> The Story of the Tree Musketeers</td>
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<td><strong>Lexile:</strong> 705</td>
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<td><strong>Essential Question:</strong> What can our connections to the world teach us?</td>
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<tr>
<td><strong>Vocabulary Words:</strong> blares, connection, errand, exchange</td>
<td><strong>Suffix:</strong> -ment</td>
<td><strong>Short Text:</strong> To Travel, Wild Blossoms</td>
<td><strong>Genre:</strong> Lyric and Narrative Poetry</td>
<td><strong>Skill:</strong> Point of View</td>
<td><strong>Lexical Elements:</strong> personification, assonance, consonance</td>
<td><strong>Lexile:</strong> N/A</td>
<td><strong>TextEvaluator:</strong> N/A</td>
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<td><strong>Main Selection:</strong> Your World, My World</td>
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<td><strong>Main Selection:</strong> Poem: Do I Know You?</td>
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<td><strong>Genre:</strong> Poetry</td>
<td><strong>Lexile:</strong> 680</td>
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<td><strong>Phonics/Spelling:</strong> Words with Greek Roots; Words with Latin Roots; Words from Mythology; Number Prefixes uni-, bi-, tri-, cent-; Suffixes -ible, -able</td>
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